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ABSTRACT

This is the second annual report on the performance of California higher education. The indicators are organized into five major sections: (1) demographic characteristics of California's population; (2) fiscal support of public postsecondary education and student financial aid as well as an indicator of instructional expenditures in the public systems; (3) student preparation indicators that include the size and composition of the state's public high school graduation classes and their academic preparation for education beyond high school; (4) student access indicators that show participation in California's postsecondary education at the first-time freshman level, the community college transfer level, and the graduate student level; and (5) indicators of student experiences that report persistence, the numbers of degrees awarded, and faculty composition. The report concludes that California's colleges and universities need to increasingly develop and publicize clear statements of their unique missions, goals, and expectations and they should gather and report information on the postgraduate activities of their alumni in order to help guide curricular changes and student choice. Seventy-five tables of data are included. (Author/JLS)

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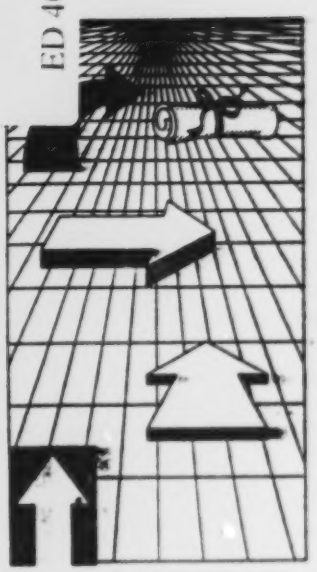

PERFORMANCE INDICATORS OF CALIFORNIA HIGHER EDUCATION, 1995

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

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Summary

This is the Commission's second annual report on the performance of California higher education. The performance indicators reported here contain the information most currently available. Several new indicators have been developed for 1995. Most notable are those that focus on student financial aid, student participation, and degree production at California's independent colleges and universities. Also new is a focus on changes in postsecondary participation and performance by gender, and of students from different racial/ethnic groups on standardized admissions examinations (Scholastic Assessment Test -- SAT -- and American College Test -- ACT).

The performance indicators are organized into five major sections:

- Demographic characteristics of California's population;
- Fiscal support of public postsecondary education and student financial aid as well as an indicator of instructional expenditures in the public systems;
- Student preparation indicators that include the size and composition of the State's public high school graduates and their academic preparation for education beyond high school;
- Student access indicators that show participation in California postsecondary education at the first-time freshmen level, the community college transfer student level, and the graduate student level; and
- Indicators of student experiences that report persistence and the numbers of degrees awarded. This section also contains information on the faculty composition in the State's public systems of education.

These indicators provide useful historical trend data on the context and performance of California higher education for educational policy makers and the general public. The Commission proposes to continue to update this set of indicators in the future but plans to make greater use of technology in the process of identifying and integrating the most current information, and plans to publish these data on the Internet.

Once this shift in technology has been completed, Commission staff plans to focus its attentions on facilitating and implementing the recommendation related to improving information about student outcomes in the Commission's major planning document, *The Challenge of the Century*:

> *California's colleges and universities should increasingly develop and publicize clear statements of their unique missions, goals, and expectations, including specific expectations of the skills and competencies their graduates should be able to demonstrate and the means for measuring and reporting these achievements. They should also gather and report information on the postgraduate activities and careers of their alumni in order to help guide curricular change and student choice.*

The Commission adopted this report at its meeting on February 5, 1996, on recommendation of its Educational Policy and Programs Committee. Further information about the substance of the report may be obtained from Jeanne Suhr Ludwig, senior policy analyst of the Commission, at (916) 322-8001, or from Marc C. Irish, assistant director of the Commission for information systems and administration, at (916) 322-8002. Additional copies of the report may be obtained from the Commission at 1303 J Street, Suite 500, Sacramento, California 95814-2938; telephone (916) 445-7933.

PERFORMANCE INDICATORS OF CALIFORNIA HIGHER EDUCATION, 1995

The Second Annual Report to California's Governor, Legislature, and Citizens in Response to Assembly Bill 1808 (Chapter 741, Statutes of 1991)

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
1303 J Street • Suite 500 • Sacramento, California 95814-2938

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

COMMISSION REPORT 96-2
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PERFORMANCE INDICATORS OF CALIFORNIA HIGHER EDUCATION, 1995

Historical development

This second annual Commission report on the performance of California higher education is prepared in response to Assembly Bill 1808 (Hayden; Chapter 741 of the Statutes of 1991). Its purpose is to provide the Governor, the Legislature, and the citizens of the State with information about the performance of California's colleges and universities. The focus on indicators of institutional performance has been a significant component of recent educational reform efforts in California and nationally.

The development of a statewide performance report has some inherent drawbacks. California has three unique systems of public higher education. By force of the State's Master Plan, each system has its specific missions, goals, and student population. Thus, designing measures of institutional effectiveness that are comparable across all three public systems proves very challenging. Because of these substantial differences among systems, caution should be exercised in making intersegmental comparisons.

The Commission, in concert with the systems of higher education, developed a set of strategic performance indicators. Several underlying assumptions guided this effort:

1. While the initial report focused exclusively on public institutions, information about independent and private institutions would be added as it became available and was comparable.
2. The Commission would utilize existing information, whenever possible, to minimize new reporting demands on the systems.
3. The information presented must be clear, concise, reliable, and consistently available across all systems.
4. Measures must be representative of the missions of each system and the diversity of types of students attending each system.
5. Because of existing limitations in the Commission's statewide information system that prevent following unique student cohorts, annual reports would report cross-sectional measures until such time as longitudinal information becomes available.
6. The Commission and the systems would continue to improve the accuracy, consistency, and generalizability of the information reported in order to improve their responsiveness to the intent of the enabling legislation.

7. Efforts would continue to incorporate existing and pending State and federal reporting requirements related to student performance and learning outcomes into the design of the reports to reduce or eliminate redundant requirements and unnecessary reporting burdens on the institutions.

The performance report presents five categories of information pertinent to the performance of higher education in California: (1) demographic characteristics of California's population; (2) fiscal support for postsecondary education; (3) students' preparation for college; (4) students' access to college; and, (5) students' persistence and the degrees awarded by the State's colleges and universities.

This second edition not only makes current the information in last year's report, when more recent information is available, but it also includes new indicators, particularly a whole set of new indicators that attempt to provide information about independent colleges and universities that is comparable to that provided for the public systems. Other new indicators include:

- Differentials in annual average incomes of men and women and among adults from different racial/ethnic groups with the same level of education.
- The number of Cal Grant recipients across the systems of higher education, their choice of institutions, and the maximum award level available by system.
- Estimated expenditures for instruction per full-time-equivalent student (FTES) at the three public systems of higher education.
- A regional look at changes in the size of the high school graduating class.
- Changes in participation and performance on standardized admissions examinations by gender, and by students from different racial/ethnic groups.
- One-year and five-year persistence rates for freshmen "admitted by exception," and one-year and three-year persistence rates for community college transfer students "admitted by exception" that augment those previously provided for regularly admitted students.

Overview of the 1995 report

This summary overview of the 1995 performance report describes the major sections of the report and highlights the new findings that emerged from more current information or the new indicators added this year.

1. *Characteristics of California's Population*

This section of the report, on pages 11 to 22, describes the major demographic characteristics of the State's current and future population, particularly in comparison to the nation's population. Californians, in their roles as residents, students, and taxpayers, are the major consumers of postsecondary education as well as its major source of financial support. Much of this information was derived

from the 1990 U.S. Census; more current information for many of these indicators is not available at this time.

Before final publication, the population projection data in Indicators I.A. and I.B. will be revised to reflect new projections. While California will experience sizable population increases over the next 15 years, the rate of increase is expected to be somewhat less than previously estimated. Section I.G. has also been expanded to present differences in average annual earnings by level of educational attainment by gender in Indicator G.2., and by major racial/ethnic group in G.3. While these particular measures of income differentials are complicated by issues of age and years of experience, they do present a population context for examining the relationship between income and educational attainment among various groups.

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2. *Fiscal Support*

Fiscal support issues continue to maintain a central position in postsecondary education policy discussions and decisions. This section, pages 23 to 32, provide current information on a set of pertinent fiscal indicators, including State General Fund support, student fee support, and student fee levels. Additionally, information is provided on a series of student financial aid indicators -- both direct State-provided aid in the form of Cal Grants and aid provided through the institutions that are funded both through General Fund and student fee revenues. The following summarizes current findings:

- In 1994-95, State General Fund support increased in all areas, with higher education's share rising slightly -- from 12.0 to 12.3 percent -- and the proportion for health and welfare programs declining.
- Higher student fee levels at the State's public universities in 1994-95 generated an increase in student fee revenues for these systems; however, the lack of a fee increase in the current year and a slight enrollment decline at community colleges resulted in a small decrease in fee revenue in that system.
- The demand and eligibility for Cal Grant aid continue to outstrip the availability of this type of aid. In fact, in spite of recent efforts to constrict eligibility to only the most needy applicants, the ratio of eligible applications to grant awards in 1994-95 -- 4.6 to 1 -- now exceeds the ratio prior to implementation of the narrower eligibility criteria.
- The new indicator II.D.2 shows that considerable redistribution of Cal Grant awards across educational sectors has occurred over the last five years as an increasing number of eligible applicants compete for a constant number of new grants. The number of grant recipients at the University of California has increased annually, the number at the community colleges and at independent colleges and universities increased only in 1994-95, and the number of Cal Grant recipients enrolling at the State University decreased. These shifts reflect

differences in financial need and relevant grade-point averages as well as demand for aid among students in these sectors.

- At the State's public universities, maximum Cal Grant awards have generally kept pace with increases in student fees, while students at independent colleges and universities have seen their Cal Grant maximum award level drop from 47 percent to 37 percent of average annual fees/tuition over the last five years.
- To compensate somewhat for the lack of direct State aid available to students, all postsecondary systems have increased the amount of institutional aid that they provide. Further, the number of students receiving such aid has increased; however, the amount of loan aid has grown at a faster pace than grant aid.
- The new Indicator II.F. presents average revenues per full-time-equivalent student (FTES) that were expended on instructional-related activities in the three public systems. Differentials among the systems are related to the relatively greater cost per student of providing upper division and graduate level instruction -- instruction that tends to have lower student/faculty ratios as well as higher academic support costs.

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3. *Student Preparation for College*

This section focuses on California's high school graduates and their preparation for college and provides the potential service population context for indicators of postsecondary access and experiences. The indicators, on pages 33 to 44, provide current information about growth and change among these high school graduates as follows:

- New indicator III.A.1. describes changes in the numbers of public and private high school graduates over the past 10 years by major geographic regions. The numbers of private high school graduates declined and then recovered slightly over this period. The Central Valley and the Riverside/San Bernardino County area experienced the largest growth in numbers of high school graduates while the San Francisco Bay area and Orange County had declining numbers of graduates.
- The size and diversity of California's public high school graduating class continues to grow but its rate of growth is somewhat slower than previously estimated.
- The overall one-year high school dropout rate appears to hover around 5.0 percent, with little or no change for most subgroups, and an increase from 7.5 percent to 8.1 percent for Black students.
- The number of public school students with limited English proficiency -- 1.2 million, or 23 percent of all students in 1994 -- continues to increase but at a somewhat slower rate than previously.

- In 1994, the number and proportion of California public high school graduates completing an university preparatory curriculum decreased -- from 33.1 to 32.2 percent -- since this participation was first measured in 1986 when the proportion was 26.1. The most notable decrease occurred among Asian graduates which dropped from 51.2 to 48.7 percent.

- New Indicator III.E.2. shows changes in participation in an university preparatory curriculum by major geographic region. The most dramatic shifts in participation have been the decreases that occurred among graduates in Orange County over the last two years and the current-year decrease in the San Diego/ Imperial region which dropped from first and third ranked regions in 1990 to the fifth and sixth in 1994, respectively. The continued improvement in the rates of participation of graduates in Los Angeles County and the Sacramento four-county region raised them from the fourth and sixth ranks to second and third ranks, respectively.

- California public high school twelfth graders taking Advanced Placement (AP) examinations has nearly doubled since 1986. The largest proportional increases in participation have occurred among women and among Black and Latino high school seniors. However, Black and Latino seniors continue to lag behind White seniors who, in turn, are about one-half as likely to take AP examinations as Asian seniors.

- The numbers of California high school students taking the standardized admissions examinations (SAT and ACT) continues to increase, with growth most pronounced among women and among Black and Latino students. Between 1990 and 1994, the average SAT scores fell for all groups, while the composite ACT scores increased slightly. (Recently, the College Board changed the format of the SAT exams by adding more open-ended questions and reducing the analogy-type questions. In addition, the College Board has used a very recent national sample to develop new norms, or average scores, for comparative purposes. This process established the new national norms or averages for both the SAT Verbal and SAT Math tests at 500 each. These changes will have a substantial effect on the appearance, if not the substance, of these indicators in future reports.)

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4. *Student Access to College*

This section focuses exclusively on the access of students to postsecondary education, including information about first-time freshmen, community college transfer students, and graduate students. These indicators, on pages 45 to 66, describe the actual service population of those students who apply and enroll in California's colleges and universities. The following describes some of the findings available from current-year data:

Freshman students

- Enrollment of recent high school graduates in the State's public universities increased substantially in Fall 1994, while their enrollment at the community colleges declined somewhat. The net result is an overall public college-going rate decrease from 51.5 percent in Fall 1993 to 50.9 percent in Fall 1994.

- Trends observed in participation of students from different racial/ethnic groups last year persist: (1) composition of the community college first-time freshman class continues to be most similar to the public high school graduating class; (2) Black and Latino first-time freshmen continue to increase at the State University; and, (3) the number of Asian first-time freshmen from California public high schools at the University of California exceeds the number of White first-time freshmen from California public schools. (Overall White first-time freshman enrollments are supplemented substantially by enrollments from private high schools in California and freshmen from out-of-state.)

- Larger first-time freshman enrollments at the State University in 1994-95 were primarily driven by substantially larger numbers of applicants. Both admission rates and enrollment rates were somewhat lower than in previous years.

- The University's growth in first-time freshmen was similarly driven by larger numbers of applicants and higher admission rates. The admission-to-enrollment rate was higher for Asian and Native American students, unchanged for Latino students, and lower among Black or White students.

- Both admission rates and enrollment rates of first-time freshmen at California's independent colleges and universities tend to be smaller than those at its public universities.

Transfer Students

- Both the State University and the University of California increased its numbers of new transfer students. Most of the increase in the State University's new transfer students was attributable to the movement of students from the California Community Colleges while none of the University's increase came from this source.

- At the State University, the increase in new community college transfer students from 44,454 in 1993-94 to 46,912 in 1994-95 came from all racial/ethnic groups, with the largest increases occurring among Asian and Latino students. Several factors contributed to the increase in new community college transfer enrollments at the State University: (1) larger numbers of applicants, except among White students; (2) higher admission rates; and, (3) higher enrollment rates, except for Black and Native American transfer applicants.

- While the overall number of new community college transfer students at the University decreased from 10,940 in 1993-94 to 10,929 in 1994-95, the decline

was entirely attributable to the decrease in White transfer students. The decrease in new community college transfer students at the University was primarily the result of fewer applicants and lower enrollment rates, particularly among White and Asian students.

- While the comprehensiveness and consistency of the information needs substantial improvement, California's independent colleges and universities provide baccalaureate opportunities to approximately 6,000 new California Community College students annually. At these institutions, both the admission rates and enrollment rates of new transfer students are substantial higher than those for freshmen, but they are considerably lower than those rates at public institutions.

Graduate Students

- Over the last five years, graduate enrollment has declined somewhat, although enrollments in 1994 were slightly larger than in the previous year. Women continue to increase their relative presence in graduate programs, as do students from all racial/ethnic groups, except White students. White students comprise 65 percent of graduate enrollments in the public universities and 72 percent at independent colleges and universities.

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5. *Student Experiences and Outcomes*

This section should form the core of the AB 1808 reporting. The indicators on pages 67 to 85 present the only currently readily available "outcome" measures for postsecondary education that have relatively uniform definitions across systems. These indicators include graduation and persistence rates and degree production. The final indicator in this section on page 85 displays the composition of the instructional faculty in California's public systems of education. The major new findings from this section are as follows:

- Overall persistence rates continue to improve for first-time freshmen and for community college transfer students, regardless of admission status; however, the five-year graduation rates continue to decline. In short, more students are staying enrolled, but it is taking them longer to complete their degrees.

- First-year persistence rates that had been increasing recently showed slight regression for the most recent class.

- Degree production at California's public postsecondary education institutions has continued to grow, except at the baccalaureate level, where both public universities awarded slightly fewer bachelors degrees in 1993-94 than in 1992-93.

- New indicators on degrees awarded by independent colleges and universities has been added to the report. These institutions also contribute to meeting the postsecondary degree aspirations of Californians.
- The diversity of the instructional faculty at all public institutions has continued to expand. However, these faculty continue to be substantially different both in gender and racial/ethnic composition from the students that they instruct.

Future directions

This document has endeavored to present the set of information that can be readily identified and agreed on by the systems of postsecondary education as pertinent indicators of their performance. Considerable efforts were taken to assure consistent definitions of these indicators across systems. The Commission believes that these indicators are useful tools for assisting in public policy analyses. However, they are not fully responsive to the intent of the enabling legislation.

The intent of the legislation was that "demonstrable improvements in student knowledge, capacities, and skills between entrance and graduation be publicly announced and available, and that these improvements be achieved efficiently through the effective use of student and institutional resources of time, effort, and money." Unfortunately, the mechanisms for identifying and measuring demonstrable improvements in students' specific knowledge and skills are not readily available or even defined, in some cases. However, that does not mitigate against their importance or the right of those who invest in higher education -- the taxpayers and students -- to know the yield from their investment in postsecondary education.

While the most substantive development with respect to performance reports and indicators has occurred at the public school level, most calls for accountability measures include higher education. At the national level, the Goals 2000 efforts states the objectives for higher education in Goal 5:

> The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially.

This goal speaks directly to enhancing individual student performance. It seeks improvements in the abilities of college students to communicate orally and in writing, to question critically, to make sound and realistic judgments as productive and involved citizens, and to solve complex, multidimensional real-life problems that they will confront in any field of endeavor in which they are employed. Currently, measuring change in students' knowledge, capacities, or skills along these dimensions is not well advanced, although experts in educational measurement continue to grapple with this complicated charge.

<u>The essential issue</u>

Most educators would agree that these objectives of critical thinking, effective communication, and problem solving have always been among the aims of educa-

tion -- and remain so to this day. While every day students, parents, taxpayers, employers, and educational institutions assess the results of college, few postsecondary education institutions have articulated their expected student outcomes systematically or have provided the public with information about the extent to which they are accomplishing their objectives, apart from the number of degrees and certificates they award. Many employers complain that college graduates are not well prepared for "the world of work". Many members of the public are concerned about the personal and societal value of postsecondary education in light of escalating costs and declining employment opportunities. How much of the current weakening in demand for postsecondary opportunities is related to these factors?

Taxpayers, parents, and students seek clear information about the return on their investment in postsecondary education. As competition for both private and public resources remains high due to the slow economic recovery of this State, these demands for evidence of effectiveness are likely to persist. The Commission believes that California, with its diverse student population and its large and complex postsecondary education enterprise, must be active and aggressive in defining valid and reliable measures of students' progress in the development of their knowledge, capacities, and skills if the State and its institutions are to avoid external mandates that are insensitive to California's uniqueness.

California's postsecondary education enterprise needs to articulate a base on which it can continually assess improvements in teaching and learning -- the rationale underlying AB 1808. If the State is to make reasonable, rational decisions about the distribution of its scarce resources for the support of postsecondary education, it must have evidence that these resources are being spent productively. While recognizing that not all the factors that enhance productivity can be quantified, the Commission believes that both the State and its institutions of postsecondary education need benchmarks by which they can assess their progress. Such information about student outcomes is critical if educational institutions are to maintain support for their core functions.

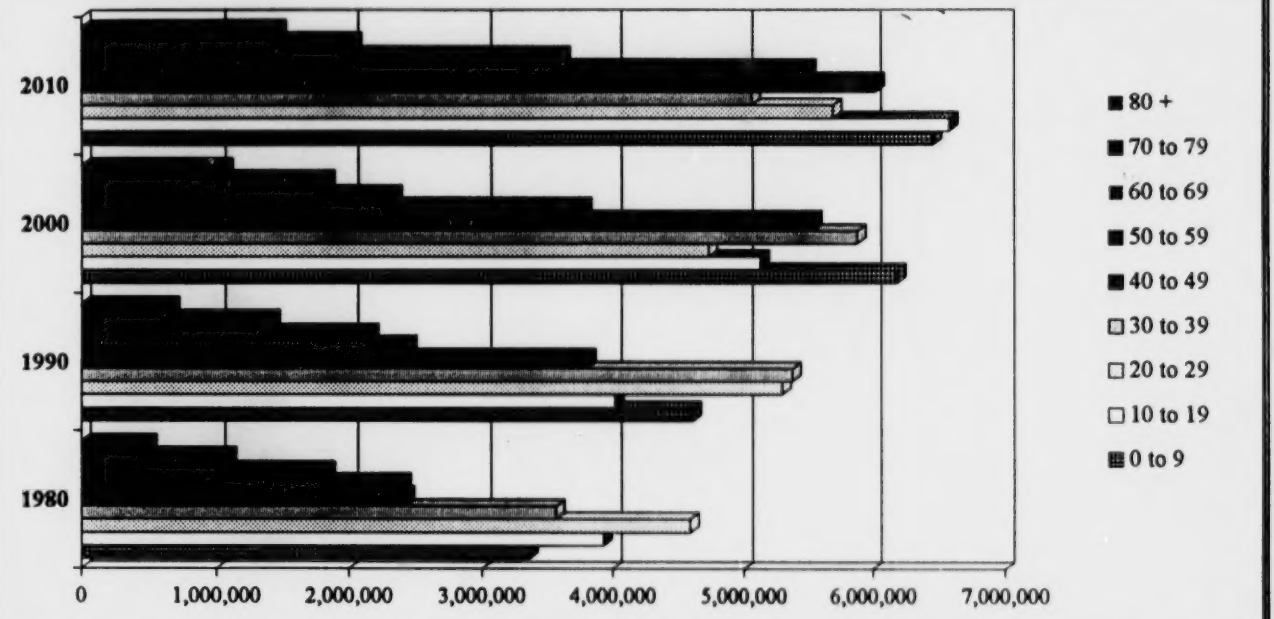
The Commission, in its recently completed planning document *The Challenge of the Century,* recognized the value both to the public and to the institutions of developing clear institutional expectations and of monitoring progress in meeting those expectations. That document, in Recommendation 3.6, called on colleges and universities to "develop and publicize clear statements of their unique missions, goals, and expectation, including specific expectation of skills and competencies their graduates should be able to demonstrate and the means for measuring and reporting these achievements." The Commission expects all students to learn, to have the opportunity to learn, and to be successful.

In light of the progress that the Commission has been able to make under the auspices of AB1808 and its beliefs as articulated in the *Challenge,* Commission staff will now shift its emphasis to developing on accountability system and associated measures. The performance reports, as they are currently constituted, will continue to be generated annually and, it is hoped, be available on the Internet.

However, all new developmental activities will shift emphasis so that they will be consonant with the objectives identified in the *Challenge* and become part of the "accountability" framework discussed with the Commission at their August meeting.

A.

Age Composition of California's Population, 1980, 1990, 2000 and 2010 Projected



	1980		1990		2000		2010	
Age	Total	Percent	Total	Percent	Total	Percent	Total	Percent
0 - 9	3,358,748	14.2	4,608,417	15.5	6,185,884	17.0	6,459,004	15.2
10 -19	3,926,484	16.6	4,015,354	13.5	5,125,119	14.1	6,580,520	15.5
20 - 29	4,588,929	19.4	5,296,851	17.8	4,729,547	13.0	5,695,782	13.4
30 - 39	3,562,495	15.1	5,374,391	18.1	5,881,538	16.1	5,061,516	11.9
40 - 49	2,426,628	10.3	3,800,532	12.8	5,540,510	15.2	6,025,567	14.2
50 - 59	2,397,940	10.1	2,440,575	8.2	3,766,338	10.3	5,494,257	13.0
60 - 69	1,831,675	7.7	2,158,218	7.3	2,340,087	6.4	3,610,746	8.5
70 - 79	1,080,137	4.6	1,405,070	4.7	1,819,849	5.0	2,024,026	4.8
80+	494,866	2.1	660,883	2.2	1,054,985	2.9	1,456,719	3.4
Total	*23,667,902*		*29,760,291*		*36,443,857*		*42,408,137*	

Definition of Measure: Composition of California's population by age according to the 1980 and 1990 Census and the Department of Finance Demographic Research Unit population projections for 2000 and 2010.

Use(s) of Measure: This measure describes the size of the current and future potential service population for California postsecondary education institutions for planning and evaluation purposes.

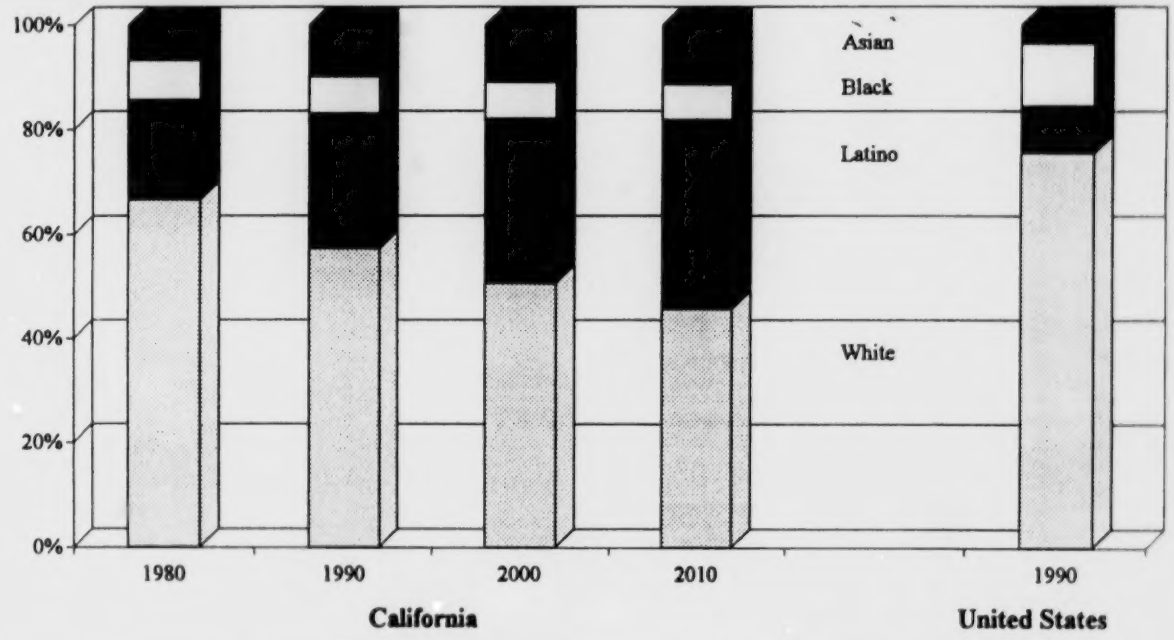
Related Measures: Measure I.A.2. on the next page follows the 1990 cohort as it grows older and I.B. describes the changing ethnic composition of California's population from 1980 to 2010.

Comparison Group: The twenty-year comparison period was chosen as the current planning time frame for postsecondary education.

Analysis: By 2000, the number of children under nine is expected to increase by 1.5 million. By 2010, these children will potentially begin to place enormous demand on postsecondary education. Over this same period, the number of those over 80 will double, potentially placing enormous demand on the State's health and welfare sector. The baby-bust generation will be the 20-29 year old cohort in 2000 and the 30-39 year old cohort in 2010 which has enrollment and tax support implications.

B.

Racial/Ethnic Composition of California, 1980, 1990, 2000, and 2010 and United States, 1990



Year	California				United States
	1980	1990	2000	2010	1990
Asian/Other	6.7	9.9	11.0	11.4	3.6
Black	7.5	7.0	6.8	6.6	11.8
Hispanic	19.2	25.9	31.6	36.3	9.0
White	66.6	57.2	50.6	45.7	75.6

Definition of Measure: Composition of California's population by major racial/ethnic groups according to the 1980 and 1990 U.S. Census and California Demographic Research Unit population projections for 2000 and 2010.

Use(s) of Measure: This measure describes the current and future potential service population by racial/ethnic groups for California postsecondary education institutions for planning and evaluation purposes.

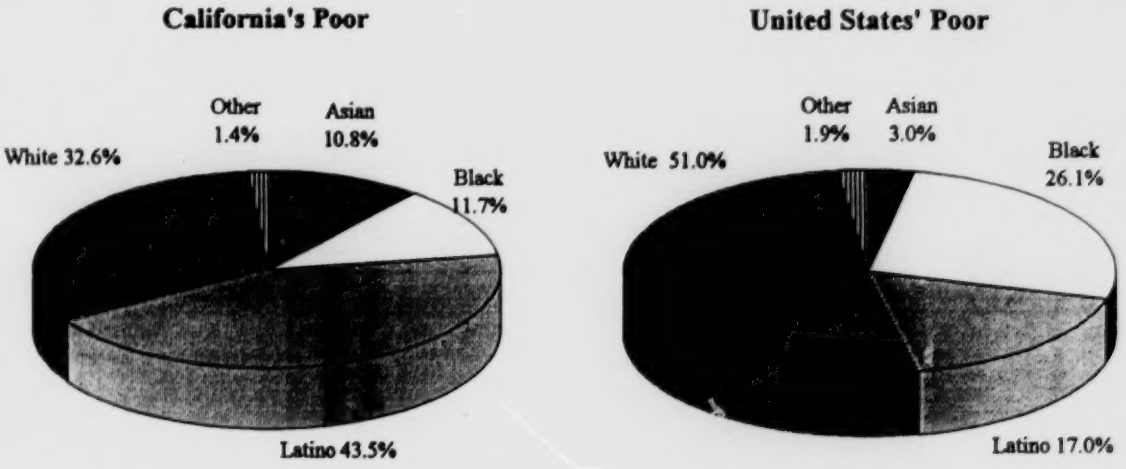
Related Measures: With Measure I.A., it describes the changing demography of California's population.

Comparison Group: Issues related to educational equity are likely to persist over the next twenty-year planning period for postsecondary education.

Analysis: California will become the first mainland state to have a majority non-White population sometime around the turn of this century. California has a much larger representation of Latino and Asian residents and a smaller proportion of Black residents than the nation as a whole. Subsumed within these broad categories are also major population variations in terms of language and cultural heritage.

C.

Racial/Ethnic Composition of the Population Living in Poverty in California and Nationally, 1990



Racial/ethnic group	California		United States	
	Percent of All Poor	Poor as Percent of Each Group	Percent of All Poor	Poor as Percent of Each Group
Asian	10.8	14.1	3.0	13.4
Black	11.7	19.8	26.1	28.3
Latino	43.5	20.5	17.0	24.8
White	32.6	6.8	51.0	10.1
Other	1.4	20.0	1.9	30.3

Definition of Measure: Racial/ethnic composition of the populations with income levels below the poverty threshhold for their family size in California and in the United States from the 1990 U.S. Census.

Use(s) of Measure: This measure describes the racial/ethnic composition of that portion of California's and the nation's population that is most likely to be in need of social assistance.

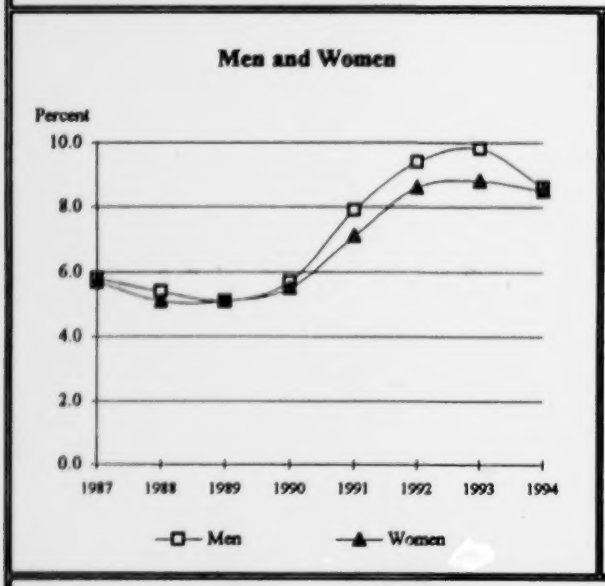
Related Measures: Measures I.A. and I.B. on the previous pages provides the total population context for this measure.

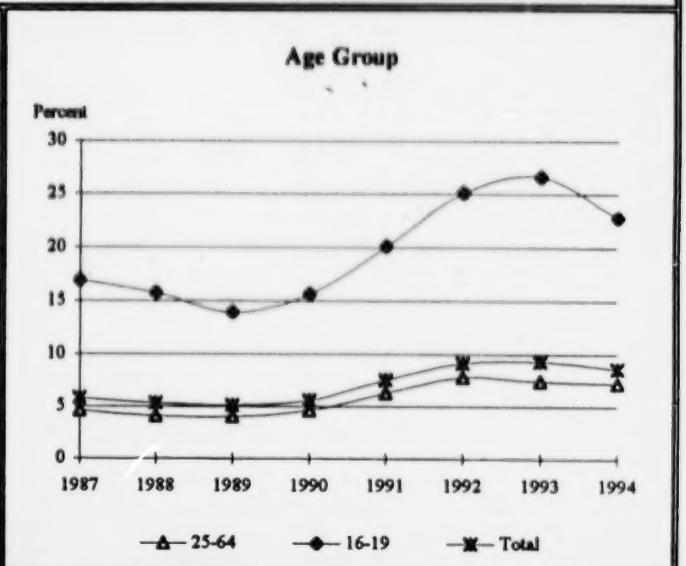
Comparison Group: The racial/ethnic composition of the nation's population living in poverty was used as the comparison primarily to highlight the similiarities and differences among these groups.

Analysis: Socioeconomic status is obviously very skewed by racial/ethnic group and the combination of these characteristics identifies a subpopulation that is currently underrepresented in postsecondary education, and whose basic subsistence needs may compete with postsecondary education for the available public resources.

D.1.

Annual Average Unemployment Rates for the Labor Force by Gender and Age Group, 1987-1994*





	Men	Women
1987	5.8	5.7
1988	5.4	5.1
1989	5.1	5.1
1990	5.7	5.5
1991	7.9	7.1
1992	9.4	8.6
1993	9.7	8.7
1994 *	8.6	8.5

	25-64	16-19	Total
1987	4.6	16.9	5.8
1988	4.1	15.7	5.3
1989	4.0	13.9	5.1
1990	4.6	15.6	5.6
1991	6.3	20.1	7.5
1992	7.8	25.1	9.1
1993	8.0	26.2	9.2
1994 *	7.2	22.8	8.6

*Note: Data not comparable to historical data due to Current Population Survey (CPS) redesign for 1994. Estimates for 1994 based on 10 months of data only.

Definition of Measure: Unemployment rates are from the U.S. Department of Labor, Current Population Survey, as reported by the California Employment Development Department.

Use(s) of Measure: Labor market participation provides an indicator of economic health and a source of state tax revenues. It also serves as an indicator of training or retraining needs among those interested in but unable to find work.

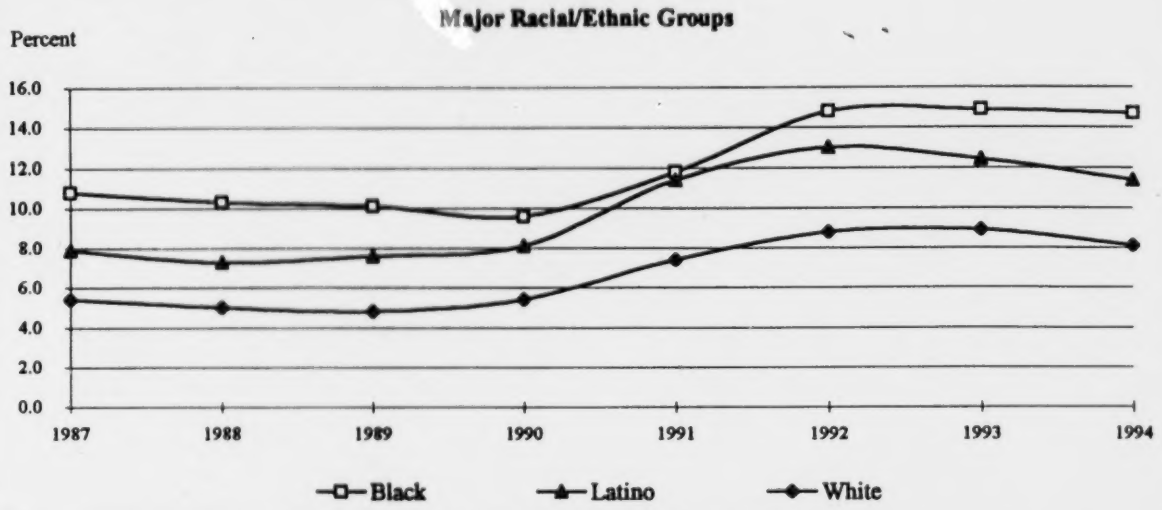
Related Measures: Measure II.A. and III.A. provide pertinent data to interpreting economic trends and education trends related to this measure.

Comparison Group: The timeline emphasizes the depth of the current recession while the gender and age comparisons illustrate the differential impact of limited employment opportunities.

Analysis: The current economic recession that began in 1989 steadily deepened through 1993 with some recovery occurring late in 1994. During the recession, men's rates of unemployment were somewhat greater than those for women, but in 1994, their rates were nearly equal. Unemployment among younger workers was greater than that of prime age (25-64) workers. These employment rates had a dampening effect on state tax revenues which, in turn, affected State support of all public services including postsecondary education. Contrary to historical trends, increased unemployment during this recession was not linked to increased postsecondary education participation, perhaps . because of substantially higher student fee levels.

D.2.

Annual Average Unemployment Rates for the Labor Force by Racial/Ethnic Group, 1987 to 1994



	Black	Latino	White	Total
1987	10.8	7.9	5.4	5.8
1988	10.3	7.3	5.0	5.3
1989	10.1	7.6	4.8	5.1
1990	9.6	8.1	5.4	5.6
1991	11.8	11.4	7.4	7.5
1992	14.8	13.0	8.8	9.1
1993	14.9	12.4	8.9	9.2
1994 *	14.7	11.4	8.1	8.6

*Note: Data not comparable to historical data due to Current Population Survey (CPS) redesign in 1994. Estimates for 1994 based on 10 months of data only

Definition of Measure: Unemployment rates are from the U.S. Department of Labor, Current Population Survey, as reported by the California Employment Development Department.

Use(s) of Measure: Labor market participation provides an indicator of economic health and a source of state tax revenues. It also serves as an indicator of training or retraining needs among those interested in but unable to find work.

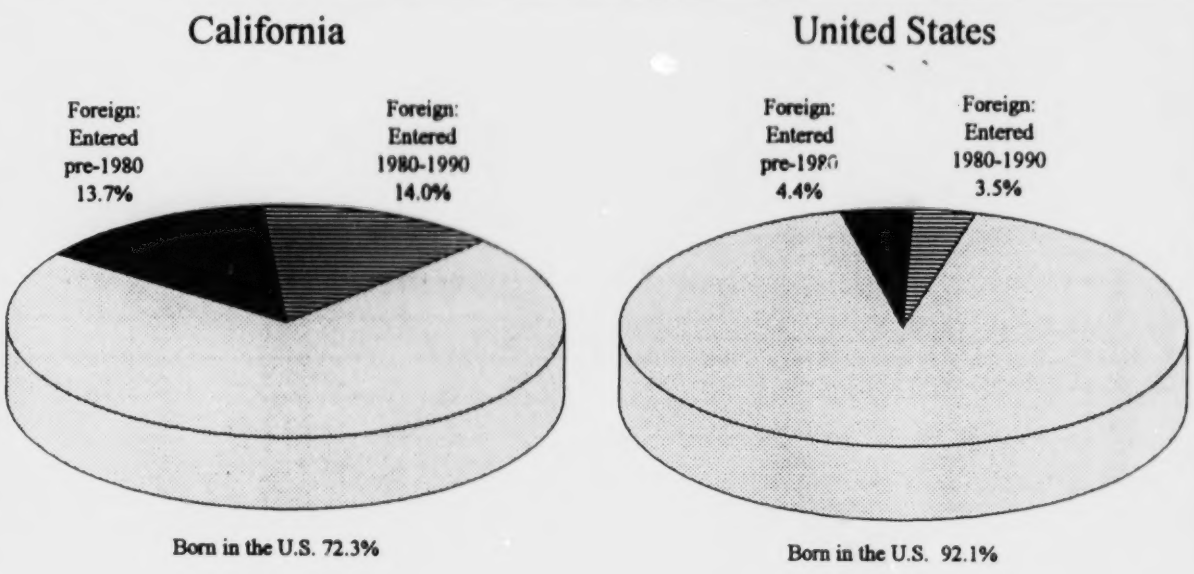
Related Measures: Measure II.A. and III.A. provide pertinent data to interpreting economic trends and education trends related to this measure.

Comparison Group: The timeline emphasizes the depth of the current recession while the racial/ethnic group comparisons illustrate the differential impact of limited employment opportunities.

Analysis: The current economic recession that began in 1989 had differential effects on different subgroups of the State's population. The likelihood of unemployment was substantially greater for Black and Latino workers. Recovery of employment appears to have occurred somewhat earlier among Latino workers but their overall unemployment rate remains well above average.

E.1.

Composition of the Population of California and the United States by Place of Birth, 1990



Place of Birth	California	United States
In the United States	72.3	92.1
Foreign, Entered pre-1980	13.7	4.4
Foreign, Entered 1980 to 1990	14.0	3.5

Definition of Measure: Composition of the population of California and the United States based on place of birth within and outside of the United States and further differentiated by time period of entry to the U.S. from the 1990 U.S. Census.

Use(s) of Measure: The measure describes the international in-migration of California's population in contrast with the overall national in-migration.

Related Measures: Measure I.E.2. that displays English use and proficiency may be related to levels of the population's mobility.

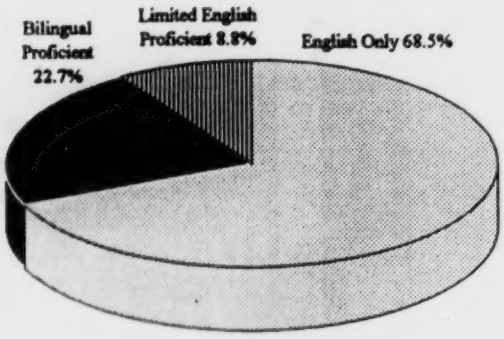
Comparison Group: The national comparison is made to highlight the greater diversity within California's population.

Analysis: Three and a half times as many Californians were born outside the United States than is the case for the nation as a whole. In addition, a larger proportion of these immigrants entered the state during the 1980s than in the entire pre-1980 period. These very gross numbers camouflage the enormous diversity in language and culture these new residents bring to California. While this diversity contributes to the social, economic, and educational challenges facing the state, it also contributes to the vitality of the state and, if responded to appropriately, contributes to greater opportunities in the international arena.

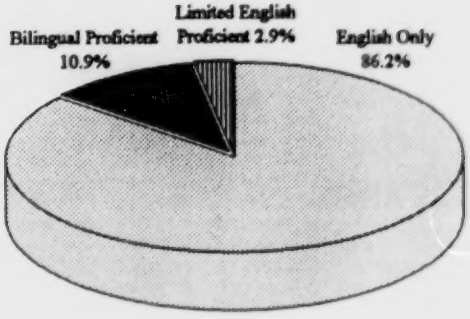
E.2.

Comparison of Language Spoken in the Home in California and in the United States, 1990

CALIFORNIA



UNITED STATES



Language Spoken at Home	California	United States
English Only	68.5	86.2
Bilingual Proficiency	22.7	10.9
Limited English Proficiency	8.8	2.9

Definition of Measure: Composition of the population of California and the United States from the 1990 U.S. Census based on the language spoken at home.

Use(s) of Measure: This measure assists in understanding how California's population differs from that of the U.S. in English language acquisition highlighting potential educational needs as well as multilingual skills.

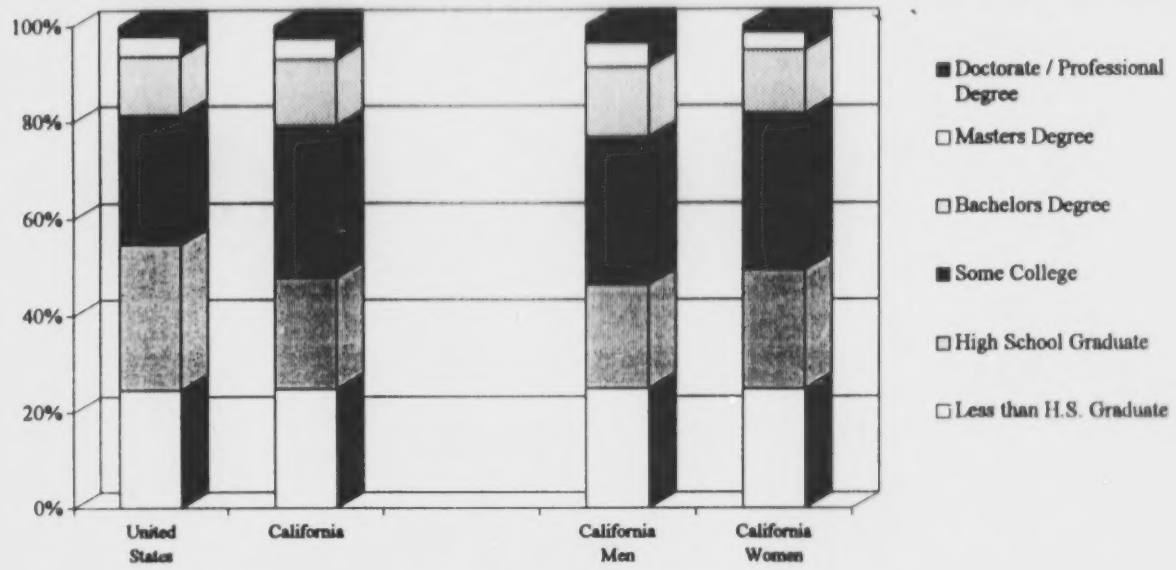
Related Measures: Measure III.C. reflects this characteristic in the K-12 student population. Measure I.E.1. highlights recent foreign immigration that may be correlated with this measure.

Comparison Group: The national comparison is made to highlight the special needs within California.

Analysis: The proportion of Californians with limited English proficiency is three times the national rate. The need for adult education course in English as a Second Language (ESL) is critical in some parts of the state. On the other hand, the proportion of the state's population that is bilingually proficient is twice that of the nation's population. These individuals, provided they receive adequate educational opportunities and support, can be a tremendous asset for meeting the state's educational needs, as well as enhancing its economic viability in the international arena.

F.1.

Educational Attainment of Adults, 18 Years and Older, in California and Nationally, 1990



	Less than H.S. Graduate	High School Graduate	Some College	Bachelors Degree	Masters Degree	Doctorate/ Professional Degree
UNITED STATES	24.6	30.1	26.8	12.3	4.1	2.2
CALIFORNIA	24.8	23.1	31.3	13.9	4.4	2.6
California Men	24.9	21.5	30.4	14.6	5.1	3.6
California Women	24.8	24.6	32.3	13.1	3.7	1.5

Definition of Measure: Level of educational attainment of California and national adult population, 18 years and older, as reported in 1990 U.S. Census.

Use(s) of Measure: This measure describes the composition of California's total adult population and by gender in terms of educational attainment in comparison to that of the nation.

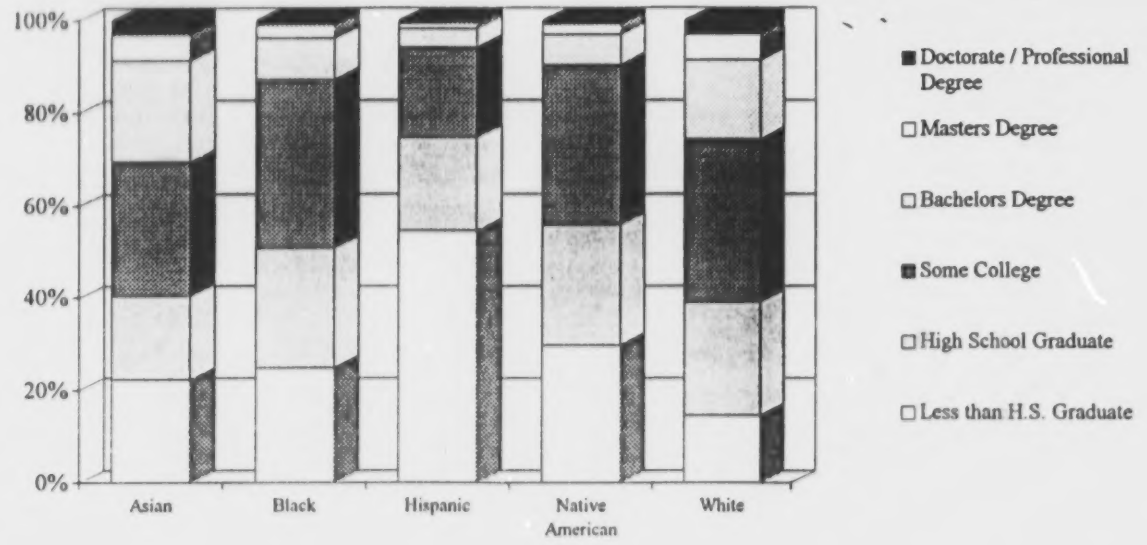
Related Measures: Measure I.F.2. describes variation in educational attainment within California's population while Measures III.A., III.B. and IV.A. describe emerging patterns of education participation.

Comparison Group: The national comparison provides a context within which to consider variations in educational attainment.

Analysis: While the proportion of California's and the nation's adult population that has not completed high school is very similar, a larger proportion of Californians have had collegiate experience. At each degree level, the proportion of Californians with such credentials exceeds the national proportion. While a larger proportion of women than men complete high school and have some collegiate experience, the proportion of men earning collegiate degrees exceeds the proportion of women with degrees.

F.2.

Educational Attainment of California Adults, 18 and Older, by Racial/Ethnic Group, 1990



	Less than H.S. Graduate	High School Graduate	Some College	Bachelors Degree	Masters Degree	Doctorate/ Professional Degree
Asian	22.3	18.2	29.1	21.7	5.6	3.2
Black	24.9	26.0	36.3	8.9	2.8	1.2
Hispanic	54.6	20.1	19.4	4.0	1.1	0.8
Native American	29.8	26.1	34.5	6.4	2.2	1.1
White	14.5	24.5	35.3	16.9	5.5	3.3
Total California	24.8	23.1	31.3	13.9	4.4	2.6

Definition of Measure Level of educational attainment in California adult population 18 years and over by racial/ethnic group as reported by the 1990 U.S. Census.

Use(s) of Measure: This measure describes the current status of educational attainment among Californians, by racial/ethnic group, as a baseline for examining current and future trends in participation in education.

Related Measures: Measure III.A., III.B. and IV.A. describe emerging patterns of educational participation and attainment. Measure I.G. describes variations in annual earnings by level of education attainment.

Comparison Group: Differences among Californians of different racial/ethnic groups as well as between Californians and Americans generally paints a complex picture of educational participation.

Analysis: Huge differences in educational attainment exist among Californians from different racial/ethnic groups highlighting variations in potential educational needs and likely earning capability as suggested by Measure I.G. This measure is also undoubtedly affected by immigration patterns presented in I.E. Consideration of the correlation between ethnicity and socio-economic status is pertinent to interpreting these differences.

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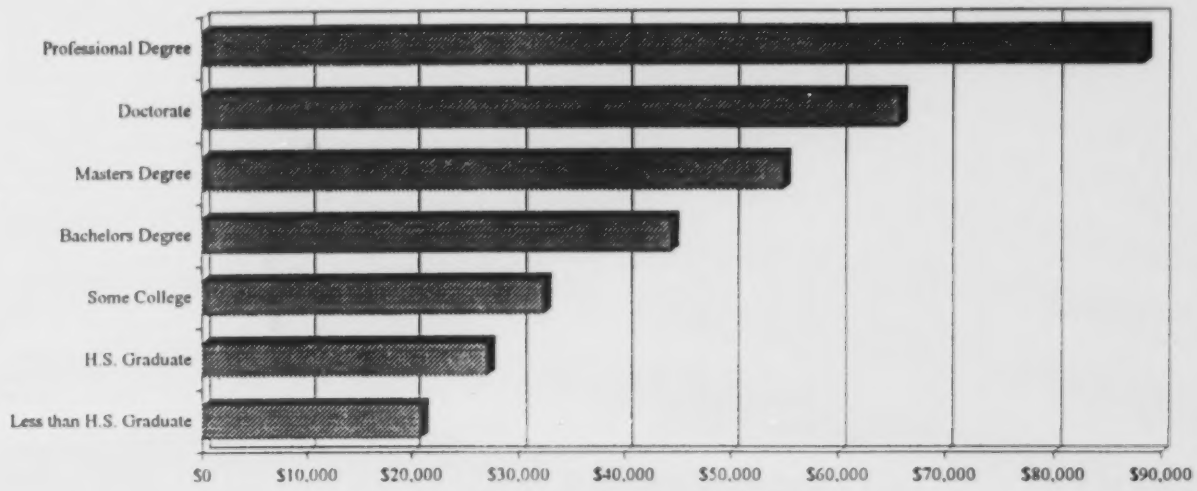
G.1.

California Average Annual Earnings by Level of Educational Attainment, 1989



	Less than High School Graduate	High School Graduate	Some College	Bachelors Degree	Masters Degree	Doctorate	Professional Degree
Annual Income	$20,816	$27,009	$32,280	$44,414	$54,782	$65,738	$88,296

Definition of Measure: Average annual income of California civilians, 18 years and older, who worked full-time year-round in 1989 according to the 1990 U.S. Census.

Use(s) of Measure: This measure describes the differences in average annual income earned in California in 1989 by individuals working full-time with different levels of education. From these data, income differentials by educational level can be imputed.

Related Measures: Measure I.F.1. describes differences in educational attainment among the 18 and older population. Measure I.D. describes unemployment in California.

Comparison Group: This measure focuses on average income across levels of education to emphasize the income differences related to educational level. Income differentials exist across gender and racial/ethnic groups as well but differentials across educational level persist.

Analysis: On the average, with each additional level of educational attainment, full-time workers can expect a substantial increase in annual earnings. The differential earnings related to receiving a Bachelors degree over a high school diploma is $17,000. In order to estimate payback on investing in an undergraduate degree, these differentials for young adults would be needed. However, it is clear that those with more education are likely to earn more over their career and are likely to make greater tax contributions.

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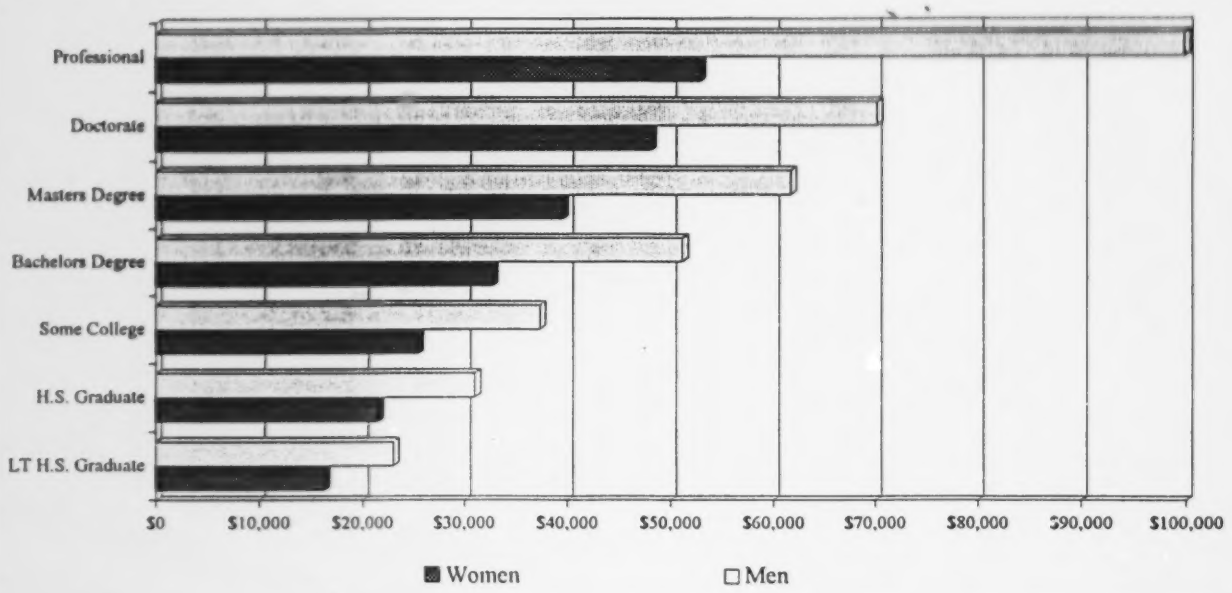
G.2.

California Average Annual Earnings by Level of Educational Attainment by Gender, 1989



Annual Income	Less than High School Graduate	High School Graduate	Some College	Bachelors Degree	Masters Degree	Doctorate	Professional Degree
Men	$22,999	$31,002	$37,352	$51,141	$61,675	$70,126	$99,789
Women	$16,208	$21,423	$25,384	$32,678	$39,476	$48,025	$52,823

Definition of Measure: Average annual income of California men and women, 18 years and older, who worked full-time year-round in 1989 according to the 1990 U.S. Census.

Use(s) of Measure: This measure describes the differences between men and women in average annual income earned in California in 1989 by individuals working full-time with different levels of education.

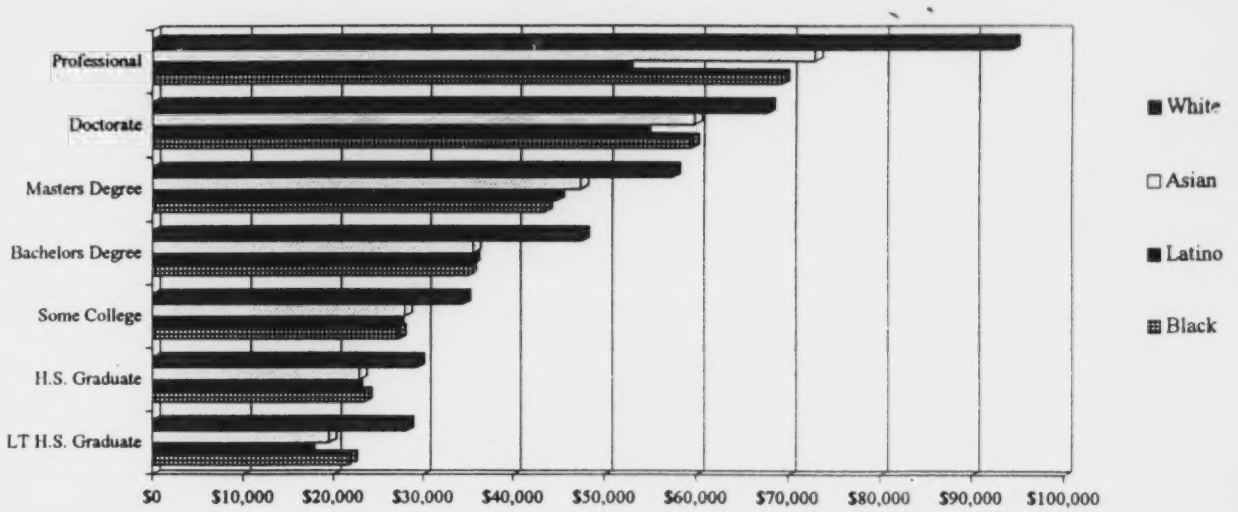
Related Measures: Measure I.F.1. describes differences in educational attainment of men and women, 18 and older. Measure I.D.1. describes unemployment by gender in California.

Comparison Group: This measure focuses on average income across levels of education to emphasize the income differences between men and women with the same educational level.

Analysis: On the average, women working full-time earn 70 percent or less than men with the same education. These differentials are affected by the disproportionately greater representation of men among older, and thus more experienced and higher paid, full-time workers. In addition, differences in choices of academic disciplines and career fields undoubtedly contribute to these differentials. Women are also more likely than men to leave the workforce for some period of time to bear and raise children that would reduce their overall earning potential.

G.3.

California Average Annual Earnings by Educational Attainment by Major Racial/Ethnic Group, 1989



Annual Income	Less than High School Graduate	High School Graduate	Some College	Bachelors Degree	Masters Degree	Doctorate	Professional Degree
Asian	$19,461	$22,886	$27,928	$35,555	$47,430	$59,726	$72,844
Black	$21,807	$23,416	$27,235	$35,033	$43,465	$59,451	$69,224
Latino	$17,020	$22,353	$27,019	$35,441	$44,770	$54,100	$52,119
White	$28,173	$29,356	$34,417	$47,569	$57,410	$67,655	$94,374

Definition of Measure: Average annual income of California civilians, 18 years and older, by major racial/ethnic group, who worked full-time year-round in 1989 according to the 1990 U.S. Census.

Use(s) of Measure: This measure describes the differences in average annual income earned by full-time workers from different racial/ethnic groups in California in 1989 by level of education. From these data, income differentials by racial/ethnic group within educational level can be imputed.

Related Measures: Measure I.F.2. describes differences in educational attainment by racial/ethnic group among the 18 and older population. Measure I.D.1. describes unemployment by racial/ethnic group in California.

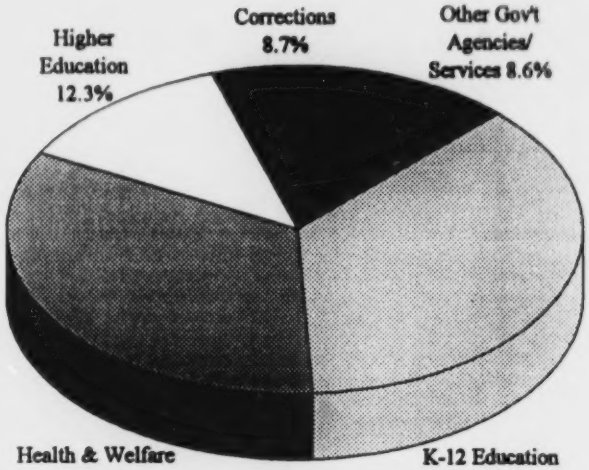
Comparison Group: This measure focuses on average income across levels of education to emphasize the income differences among workers from different racial/ethnic groups with the same educational level.

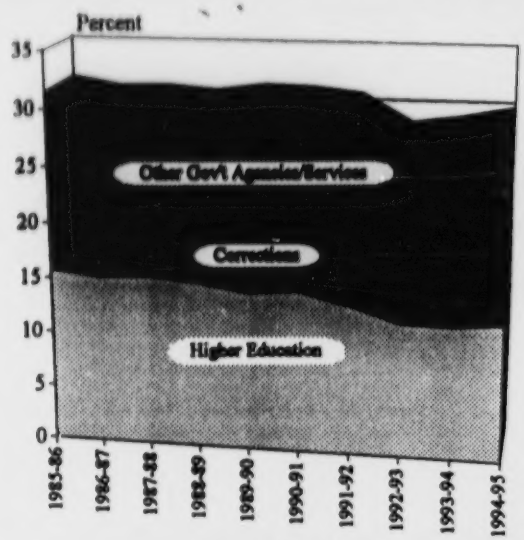
Analysis: Regardless of racial/ethnic group, additional educational attainment nets substantial increases in average annual income. While the differences in income among Asian, Black, and Latino full-time workers with the same level of educational attainment are quite small, income of White full-time workers is substantially greater. These differences, particularly among those with college degrees, are affected by the differentially greater representation of White workers among older, and thus more experienced and higher paid, workers.

A.

State General Fund Appropriations by Major Budget Area, 1985-86 Through 1994-95

Distribution of 1994-95 Budgeted Appropriations
(in thousands of dollars)





	1990-91	1993-94	1994-95	Percent of Total
Total State General Fund	40,071,261	38,955,922	41,602,865	
Public K-12 Education*	14,265,442	14,480,796	15,303,992	36.8
Health & Welfare*	13,376,846	13,282,325	13,971,506	33.6
Higher Education	5,832,544	4,680,629	5,128,272	12.3
Corrections	2,666,939	3,383,337	3,639,217	8.7
Other Government Agencies/Services	3,929,490	3,128,835	3,559,878	8.6

**statutorily determined*

Proportion Appropriated to Non-Statutorily Determined Categories, 1985-86 to 1994-95

	Higher Education	Corrections	Other
1985-86	15.7	4.8	10.9
1986-87	15.2	5.2	10.3
1987-88	15.4	5.6	9.8
1988-89	15.0	5.6	9.9
1989-90	14.2	6.2	10.7
1990-91	14.6	6.6	9.8
1991-92	13.5	7.0	10.0
1992-93	12.1	7.4	8.6
1993-94	12.0	8.7	8.0
1994-95	12.3	8.7	8.6

Definition of Measure: State General Fund appropriations budgeted by major budget categories and the proportions appropriated to non-statutorily determined categories in the last ten years (CPEC Fiscal Profiles, 1995).

Use(s) of Measure: This measure describes the proportion of General Fund revenues appropriated to each major budget category and illustrates the changes in the relatively priority of those categories that are not specified in statute.

Related Measures: Fiscal measure II.B. on the next page describes the changing relation between public subsidy and user subsidy for public postsecondary education.

Comparison Group: The comparisons included in this measure illustrate the other public services that compete with Higher Education for General Fund support.

Analysis: Over the last ten years, the statutory funding requirements for Health and Welfare and Public K-12 Education have consumed a larger proportion of State General Funds. Of the balance, the proportion allocated to Corrections has increased while the proportions for Higher Education and other government agencies and services have decreased. Higher education's smaller share of a smaller State General Fund yielded an appropriation below its 1986-87 level.

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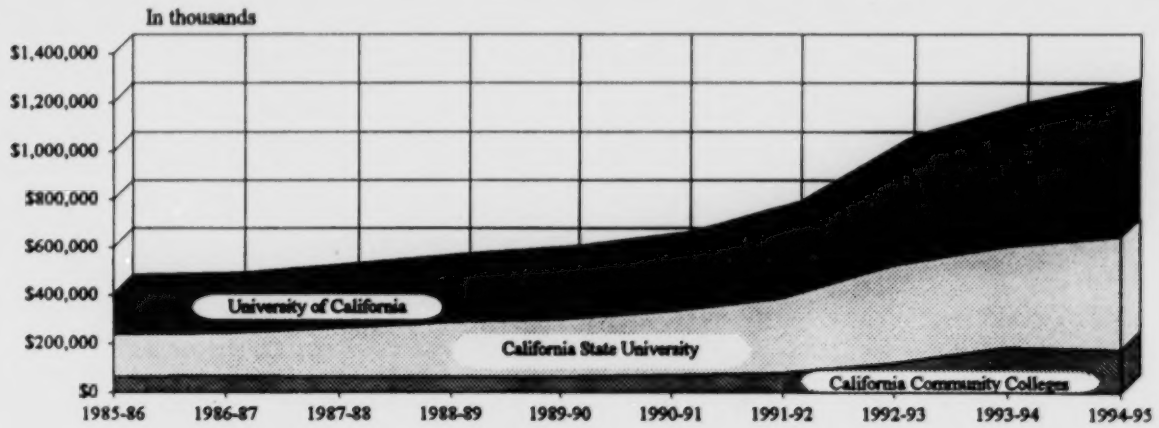
B.

Systemwide Student Fee Revenues for Public Postsecondary Education, 1985-86 to 1994-95



	California Community Colleges	California State University	University of California	TOTAL
1985-86	$66,500,000	$170,636,000	$168,883,000	$406,019,000
1986-87	$66,969,000	$174,455,000	$174,831,000	$416,255,000
1987-88	$65,926,000	$195,960,000	$194,579,000	$456,465,000
1988-89	$65,237,000	$220,663,000	$210,556,000	$496,456,000
1989-90	$65,036,000	$233,012,000	$229,855,000	$527,903,000
1990-91	$72,263,000	$262,206,000	$251,441,000	$585,910,000
1991-92	$82,278,000	$305,623,000	$328,550,000	$716,451,000
1992-93	$122,575,000	$400,327,000	$466,935,000	$989,837,000
1993-94	$186,912,000	$416,664,000	$519,904,000	$1,123,480,000
1994-95	$178,435,000	$465,172,000	$575,861,000	$1,219,468,000

Definition of Measure: Student fee revenues in public postsecondary education (CPEC, Fiscal Profiles).

Use(s) of Measure: This measure documents the change in the level of user support from California students for public postsecondary education over the last ten years.

Related Measures: Measure II.A. on the previous page shows recent changes in tax support for public postsecondary education. Measure II.C. shows the per student fee level for each of the public systems.

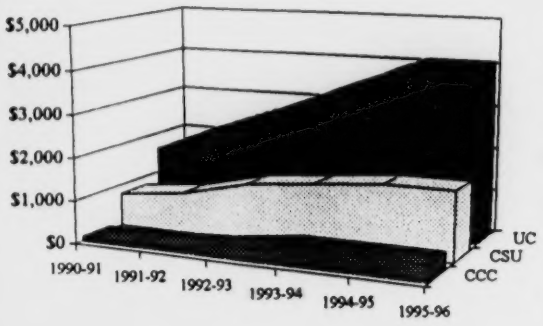
Comparison Group: The ten-year period was used to show the relative stability in the first five years of the period compared to the rapid change occuring in the last five years.

Analysis: During the growth period of the late 1980s, revenues from student fees increased at an average annual rate of only 6 percent. Since 1990-91, the average annual rate of increase in student fee revenues was 28 percent. As State General Fund support declined, institutions increased their reliance on their only easily manipulable source of revenues -- student fees. This increase in user fee support is consistent with governmental policies in a number of other public service areas in recent years.

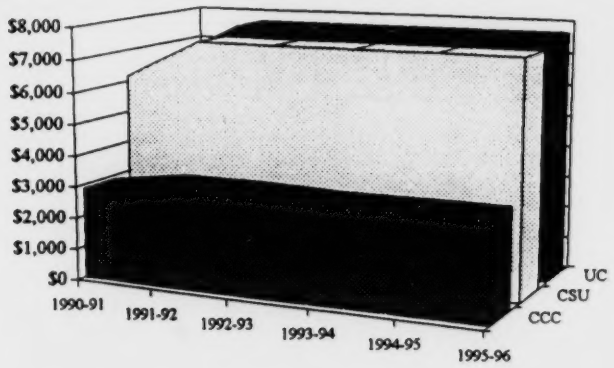
C.

Undergraduate Systemwide Fees and Nonresident Tuition in Public Postsecondary Institutions, 1990-91 To 1995-96

Undergraduate Systemwide Fees



Nonresident Tuition



	University of California		California State University		California Community Colleges	
	Systemwide Fees	Non-Resident Tuition	Systemwide Fees	Non-Resident Tuition	Systemwide Fees	Non-Resident Tuition
1990-91	1,624	6,416	780	6,170	100	2,940
1991-92	2,274	7,699	936	7,380	120	3,060
1992-93	2,824	7,699	1,308	7,380	210	3,120
1993-94	3,454	7,699	1,440	7,380	390	3,060
1994-95	3,799	7,699	1,584	7,380	390	3,120
1995-96	3,799	7,699	1,584	7,380	390	3,120

Definition of Measure: Undergraduate resident fees and nonresident tuition as established by the systems of public postsecondary education (CPEC, Fiscal Profiles).

Use(s) of Measure: This measure shows changes in one of the major components of the cost to students to attend public postsecondary institutions in California -- systemwide fees/tuition.

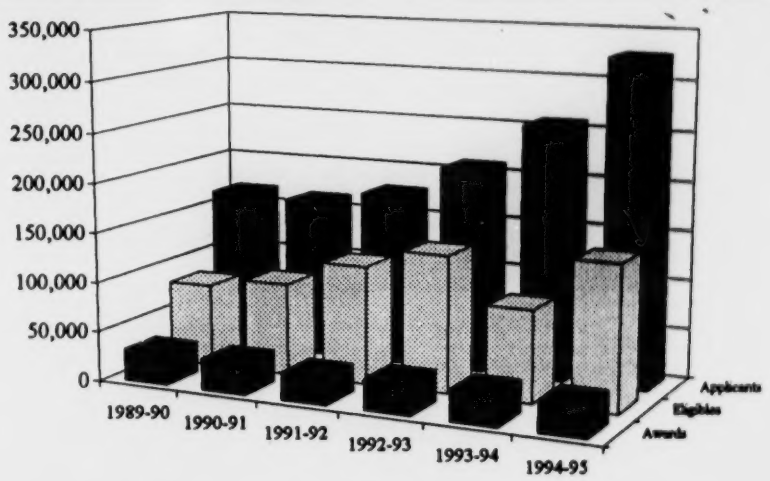
Related Measures: Measure II.B. on the previous page shows the cumulative impact of changes in fee levels on revenues to public postsecondary edcuation. Measure IV.A., that shows college-going rates, raises interesting questions about the relation of cost and demand.

Comparison Group: The time period covered shows very substantial annual resident fee increases occurring while nonresident tuition was relatively stable.

Analysis: No statewide student fee increases were imposed for 1995-96. Average annual statewide resident student fees doubled or more within the last six years. The relation of cost to access requires substantial new analyses. Increases in nonresident tuition occurred during an earlier period.

D.1.

Number of Cal Grant Applications, Eligibles, and Awards, 1989-90 Through 1994-95



Year	Applicants	Eligibles	Awards	Ratio of Eligibles to Awards
1989-90	166,742	83,000	31,220	2.7
1990-91	163,655	92,235	31,220	3.0
1991-92	176,871	117,882	27,445	4.3
1992-93	209,468	137,123	31,220	4.4
1993-94	257,373	91,393 *	31,220	2.9
1994-95	326,652	144,283 *	31,220	4.6

*Cal Grant eligibility criteria was tightened beginning 1993-94.

Definition of Measure: The California Student Aid Commission annually computes the number of valid complete applications for Cal Grants, the number of these applications that are eligible to receive such state grants and the number of such grants actually awarded, given the State appropriations level for Cal Grants (CSAC, Grant Program Statistics, 1994-95).

Use(s) of Measure: This measure shows changes in the demand and eligibility for financial assistance of California students in comparison to the availability of one type of such assistance, Cal Grants.

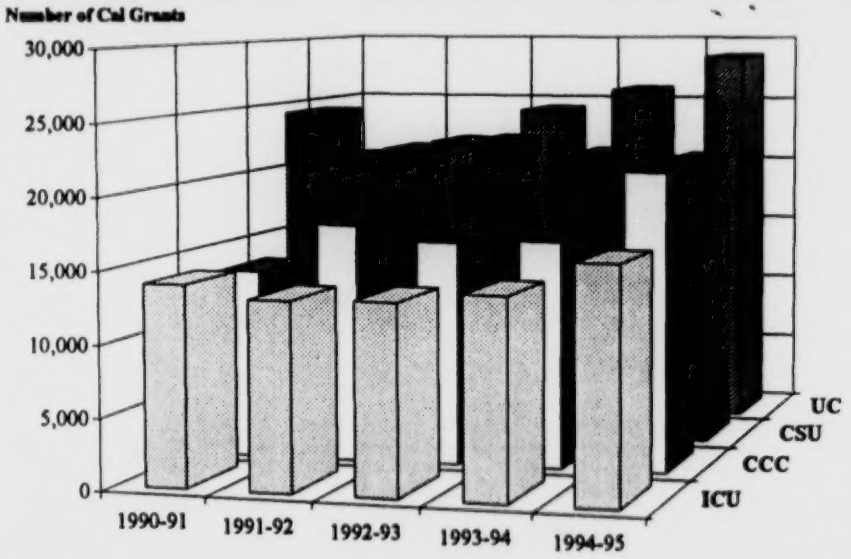
Related Measures: Measure II.C. identifies one of the major contributors to the level of student need -- higher fees. Measures in II.E. present other relevant financial aid information.

Comparison Group: The comparison of applicants and eligibles to awards shows the changing relationship between demand and supply of this type of financial assistance. The time period covers that period during which the most dramatic changes in student fees have occurred.

Analysis: While demand and, indeed eligibility, for Cal Grants have always outstripped the availability of this type of aid, the recent stagnation in the awards granted has increased the ratio of eligibles to awards from 2.5: 1 in 1989-90 to 4.4: 1 in 1992-93. Eligibility criteria changed in 1993-94 which constricted the eligible population, thus reducing the ratio to 2.9: 1 but by 1994-95, the ratio grew to 4.6: 1.

D.2.

Number of Undergraduates with Cal Grant Awards by System, 1990-91 To 1994-95



Year	California Community Colleges	California State University	University of California	Independent Colleges and Universities
1990-91	13,512	24,548	20,230	13,991
1991-92	17,039	21,590	21,563	13,137
1992-93	15,984	22,575	24,246	13,244
1993-94	16,196	21,604	25,948	13,902
1994-95	21,250	21,335	28,676	15,805

Definition of Measure: The number of new and renewal Cal Grants awarded by system of postsecondary education in California (CSAC, Grant Program Statistics, 1990-91 to 1994-95).

Use(s) of Measure: This measure shows changes in the number of new and renewal Cal Grants awarded in each system during the period when the number of new grants has not changed.

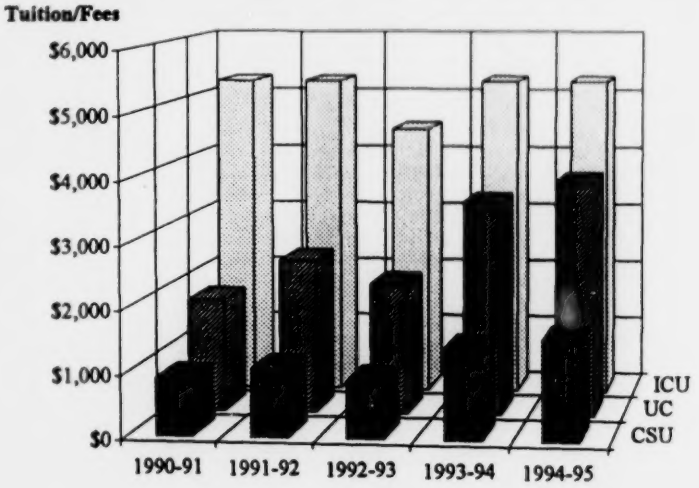
Related Measures: Measure II.D.1. shows the changes or lack of change in overall new Cal Grant awards relative to student need while D.3. reflects maximum award as a percentage of average tuition and fees.

Comparison Group: The comparison across systems of postsecondary education during this period of fixed new awards provides a perspective on one source of State-funded student financial aid support.

Analysis: At the University of California, the number of undergraduates with Cal Grant awards grew steadily over the last five years while the number of undergraduates with these awards at the California State University dropped by some 3,000 awards despite the fact that State University fees have also increased sharply over this time period. Undergraduates with awards at California's independent colleges and universities changed very little until the current year in which the number of awards increased by almost 2,000 awards. The number of community college students with awards fluctuated substantially over this period with a marked increase occurring in 1994-95.

D.3.

Cal Grant Maximum Award by System and as a Proportion of Average Tuition and Fees, 1990-91 To 1994-95



Year	California State University		University of California		Independent Colleges and Universities	
	Maximum Award	Percent	Maximum Award	Percent	Maximum Award	Percent
1990-91	$920	100%	$1,820	100%	$5,250	47%
1991-92	$1,078	100%	$2,486	100%	$5,250	43%
1992-93	$914	65%	$2,108	69%	$4,452	35%
1993-94	$1,440	90%	$3,454	93%	$5,250	39%
1994-95	$1,584	91%	$3,799	92%	$5,250	37%

Definition of Measure: The maximum CalGrant award amount authorized for each four-year system in actual dollars and as a percent of average fees/tuition for each system (CSAC, Grant Program Statistics, 1990-91 to 1994-95).

Use(s) of Measure: This measure shows the maximum amount a student could receive in Cal Grant aid and what portion of student fees/tuition the grant would offset.

Related Measures: Measure II.C. shows changes in average fees levels at public universities. D.1. reflects the stagnation in new Cal Grant awards while D.2. shows the distribution on new and renewed grants across the systems.

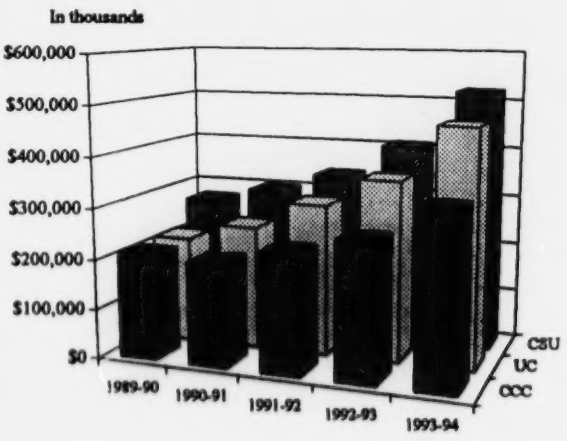
Comparison Group: These three systems provide baccalaureate level education. The five-year period encompasses the recent period of rising fees.

Analysis: Except in 1992-93, the maximum Cal Grant award for undergraduates in the State's public universities was greater than or equal to the average student fees. As fees increased sharply in the last five years, the maximum awards were adjusted upwards. For independent colleges and universities, maximum award level has not increased since 1989-90 despite increasing tuition levels. Thus, the portion of tuition that Cal Grants offset for students in this system has dropped from 47 to 37 percent.

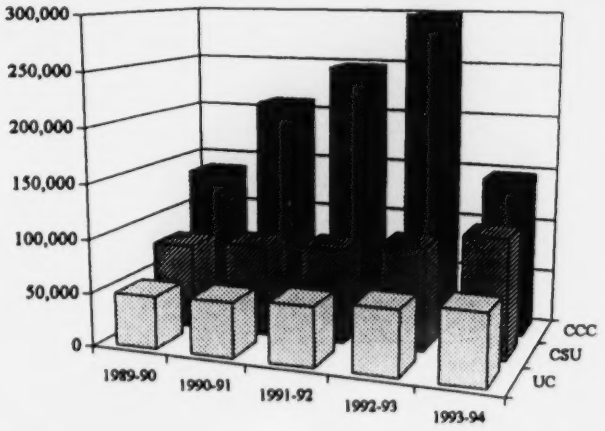
E.1.

Total Financial Assistance Excluding Fee Waivers for Undergraduates in Public Colleges and Universities, 1989-90 Through 1993-94

Total Financial Aid Awarded



Number of Aid Recipients



	Total Aid Awarded (in thousands)			Number of Recipients		
	CCC	CSU	UC	CCC	CSU	UC
1989-90	$210,542	$270,094	$215,299	137,281	79,208	49,045
1990-91	$205,951	$297,984	$248,716	209,743	84,763	51,248
1991-92	$238,732	$337,750	$302,127	247,222	88,153	55,577
1992-93	$272,833	$405,368	$358,370	299,098	95,799	60,382
1993-94	[a] $341,268	$522,360	$467,362	147,027	110,113	65,783

[a] Excludes Board of Governors Enrollment Fee Waivers that were grants in previous years.
Value of fees waived was $77,064,751 for 391,799 recipients but these are not directly appropriated funds.

Definition of Measure: Number of undergraduate financial aid recipients and total aid dollars from all sources as reported by the California Community Colleges, the California State University and the University of California.

Use(s) of Measure: This measure describes changes in the numbers of undergraduates receiving student financial aid and the total amount of aid awarded at the three public systems.

Related Measures: Measures II.E.2. and 3. also illustrate changes in aid conditions and II.C. shows changes in one aspect of students' costs of attending college -- fees.

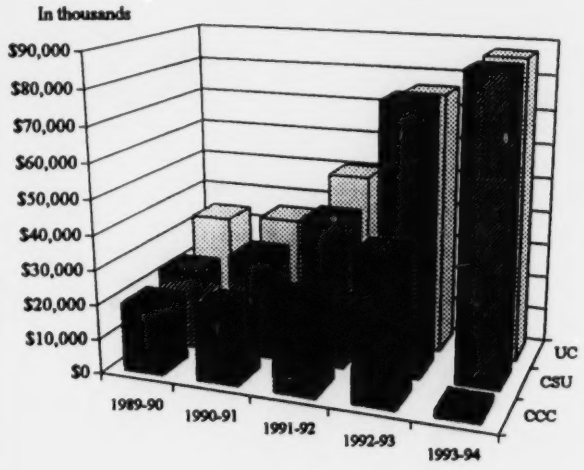
Comparison Group: The last five years have shown the most dramatic changes in this measure across all systems.

Analysis: Over the last five years, the number of financial aid recipients has increased 39 percent at the State University and 34 percent at the University and 185 percent at the community colleges. The average annual total aid per recipient increased from $3,411 in 1989-90 to $4744 in 1993-94 at the State University and from $4,390 to $7,105 at the University. At the community college, a fee waiver program replaced grant aid for many aid recipients greatly decreasing the actual aid dollars received while the number of students served increased through waivers.

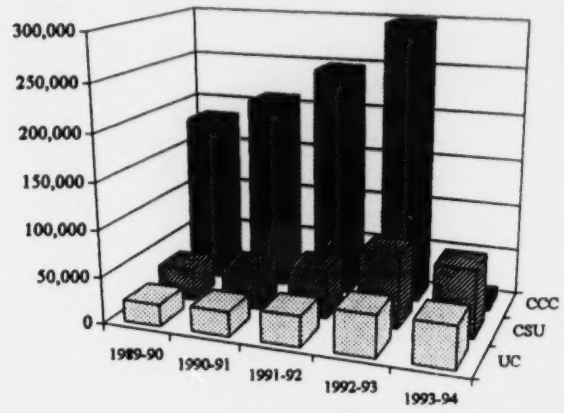
E.2.

Total Institutional Grant Aid for Undergraduates in Public Colleges and Universities, 1989-90 Through 1993-94

Total Grant Aid Awarded



Number of Grant Aid Recipients



Total Institutional Grant Aid Awarded (in thousands)

	CCC	CSU	UC
1989-90	$20,151	$22,968	$33,478
1990-91	$22,178	$29,627	$35,064
1991-92	$26,518	$42,616	$50,074
1992-93	$42,010	$77,104	$75,791
1993-94	[a] $2,516	$86,425	$87,046

Number of Recipients

	CCC	CSU	UC
1989-90	183,535	34,652	23,288
1990-91	209,743	42,509	26,115
1991-92	247,222	51,787	32,464
1992-93	299,098	77,613	44,339
1993-94	9,359	72,268	44,855

[a] Excludes Board of Governors Enrollment Fee Waivers which in previous years were grants.
Value of fees waived was $77,064,751 for 391,799 recipeints. These are not directly appropriated funds.

Definition of Measure: Number of undergraduates receiving institutional grant aid and total grant aid dollars as reported by the California Community Colleges, the California State University, and the University of California.

Use(s) of Measure: This measure describes changes in the number of undergraduates receiving institutional grant aid at the three public systems and the total amount of this aid awarded.

Related Measures: Measures II.E.1. and 3. also illustrate changes in aid conditions and II.C. shows changes in one aspect of students' costs of attending college -- fees.

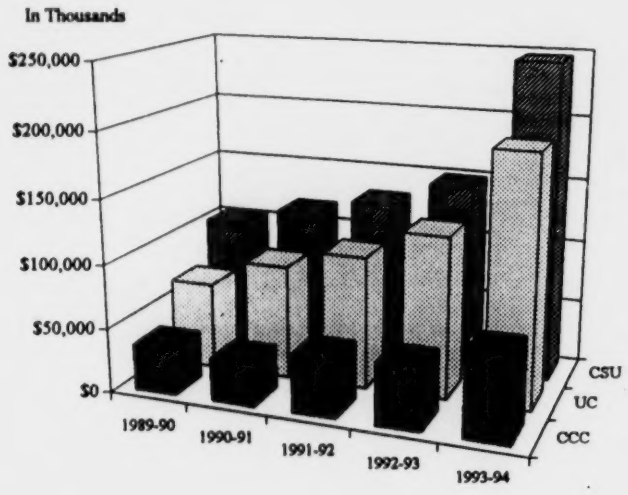
Comparison Group: The last five years have shown the most dramatic changes in this measure across all systems.

Analysis: The number of undergraduates receiving institutional grant aid over the last five years has more than doubled at the community colleges and the State University and increased by 93 percent at the University. The average annual institutional grant aid per recipient increased from $666 to $1,196 at the State University and from $1,438 to $1941 at the University between 1989-90 and 1993-94. At the community colleges, fee waivers replaced grant aid for many recipients dramatically decreasing the actual grant aid dollars while expanding the numbers of students served through waivers.

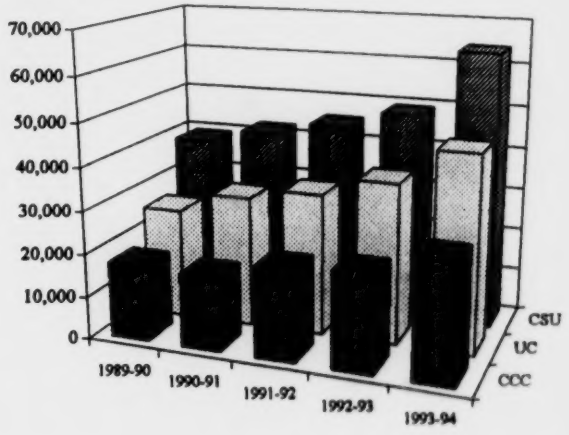
E.3.

Financial Support for Undergraduates From Loans, 1989-90 Through 1993-94

Financial Support From Loans



Number of Loan Recipients



Total Loans Initiated (in thousands)

	CCC	UC	CSU
1989-90	$37,017	$67,990	$102,571
1990-91	$34,316	$89,252	$115,887
1991-92	$45,887	$103,324	$128,939
1992-93	$48,696	$125,977	$148,001
1993-94	$66,384	$192,798	$246,294

Number of Recipients

	CCC	UC	CSU
1989-90	17,858	25,802	38,934
1990-91	17,268	30,445	41,958
1991-92	21,029	32,986	44,910
1992-93	22,345	37,284	48,836
1993-94	27,599	45,441	64,022

Definition of Measure: Number of undergraduate loan recipients and total loan dollars as reported by the California Community Colleges, the California State University and the University of California.

Use(s) of Measure: This measure describes changes in the numbers and amounts of loan indebtedness undergraduates are incurring at the public systems.

Related Measures: Measures II.E.1. and 2. also illustrate changes in aid conditions and II.C. shows changes in one aspect of increases in students' cost of attending college.

Comparison Group: The last five years have shown the most dramatic changes in these measures across all systems.

Analysis: Both the number of undergraduates initiating loans and the average amount of loans initiated increased sharply in all systems in 1993-94, but particularly at the State University.
The average loan size among community college loan recipients increased from $2,073 in 1989-90 to $2,405 in 1993-94. Among State University loan recipients, average loan size increased from $2,634 to $3,847 while at the University, average loan size grew from $2,635 to $4,243.

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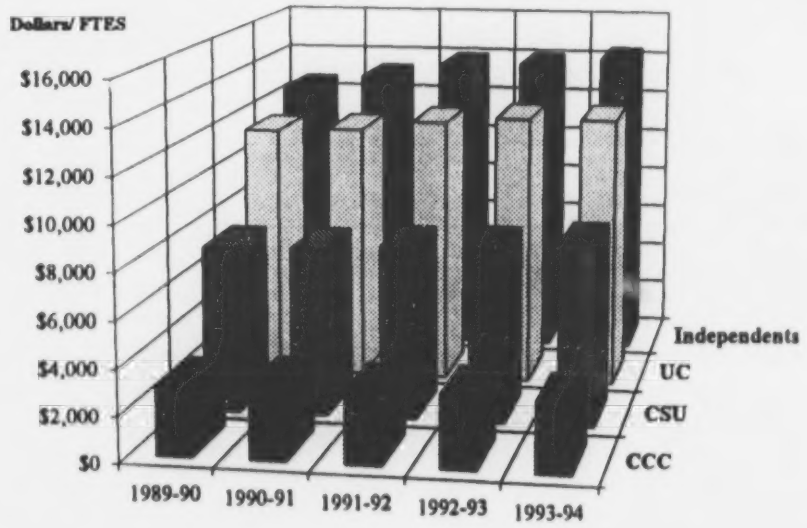
F.

Average Revenues for Instructionally Related Activities per Full-time Equivalent Student, 1989-90 to 1993-94



	California Community Colleges	California State University	University of California	California Independent Colleges & Universities*
	Actual	Actual	Actual	Computed
1989-90	$3,057	$7,393	$11,536	$12,629
1990-91	$3,252	$7,434	$11,686	$13,233
1991-92	$3,159	$7,667	$12,108	$13,913
1992-93	$3,203	$7,781	$12,362	$13,975
1993-94	$3,053	$8,097	$12,388	$14,305

*AICCU figures computed from total I-R expenditures per FTE.

Definition of Measure: Revenues for instructionally related activities from all sources in public postsecondary education per full-time equivalent student (See CPEC, Fiscal Profiles for specifications).

Use(s) of Measure: This measure shows changes in revenues from all sources for instructionally related activities per FTE student in public postsecondary institutions.

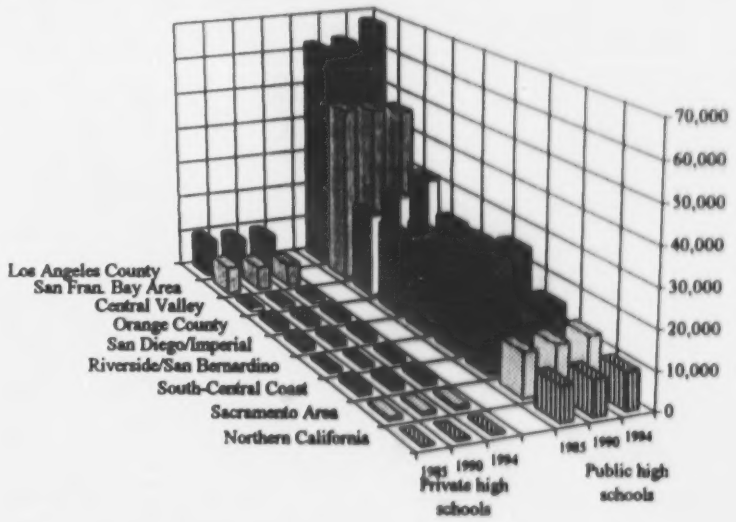
Related Measures: Measure II.C. shows changes in undergraduate fee which are one component of these revenues. General State Funds (and local assistance funds) as well as lottery funds are also revenue sources.

Comparison Group: The five-year time period covered a similar period shown for resident fee increases and changes in State appropriations.

Analysis: Revenues for instructionally related activities per full-time equivalent student have remained relatively constant in the three public postsecondary systems over the past five years due primarily to the rapid increase in student fees to offset declines in State General Fund appropriations per student. Differentials per system reflect the relatively greater cost per student of providing upper division and graduate level education which tend to have lower student-faculty ratios than those of lower division instruction as well as higher academic support costs.

A.1.

Public and Private High School Graduates by Major Geographic Region, 1985, 1990, and 1994



	~ 1985 ~		~ 1990 ~		~ 1994 ~	
	Public	Private	Public	Private	Public	Private
Los Angeles County	62,621	10,099	63,436	9,470	68,172	9,612
San Francisco Bay Area	48,253	7,258	47,342	6,261	46,502	6,105
Central Valley	22,608	1,130	26,933	976	30,672	1,218
Orange County	22,275	1,681	21,552	1,484	22,429	1,893
San Diego/Imperial	19,128	1,798	21,229	1,476	22,002	1,423
Riverside/San Bernardino	15,592	846	19,500	836	24,925	1,077
South-Central Coast	14,293	1,757	15,155	1,605	15,460	1,697
Sacramento Area	11,600	876	12,124	718	13,061	960
Northern California	9,078	250	9,290	225	9,831	291
	225,448	**25,695**	**236,561**	**23,051**	**253,054**	**24,276**

Definition of Measure: California's public and private high school graduates as reported by the State Department of Education (CBEDS).

Use(s) of Measure: This measure describes the primary source population for new college freshmen enrolling in California postsecondary education.

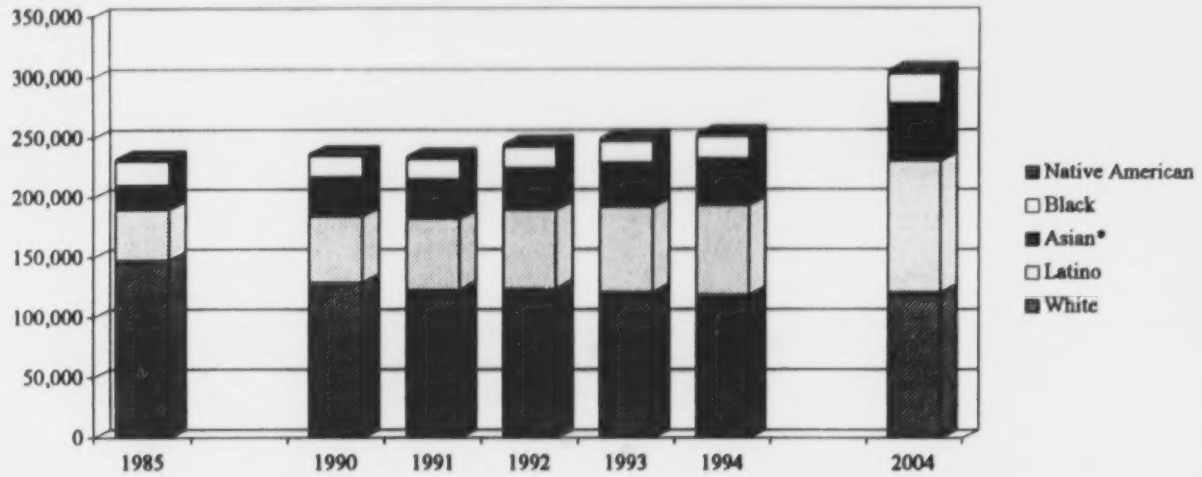
Related Measures: Most of the measures in this section describe various characteristics of these graduates or the K-12 student population. Measures IV.A. and IV.B. also use this measure as a required component.

Comparison Group: One of the primary issues of importance to postsecondary planning in California is the growth in the size and diversity of this source population.

Analysis: Over the last ten years, the number of private high school graduates has been relatively stable while the public high school graduating class has grown by some 25,000 students. While all regions of the State except the San Francisco Bay area have experienced some growth, the regions with the greatest increases in numbers of high school graduates were the Riverside/San Bernardino area and the Central Valley, two areas with historically low college-going rates.

A.2.

Racial/Ethnic Composition of California's Public High School Graduating Class, 1982, 1990 Through 1994, and 2004 Projected



	1985	1990	1991	1992	1993	1994	2004
Asian*	20,642	32,866	32,937	34,921	36,643	38,379	48,628
Black	20,200	17,460	17,113	17,656	18,219	18,979	23,657
Native American	1,695	1,886	1,997	2,112	2,138	2,119	3,095
Latino	42,046	55,152	59,220	66,199	71,464	75,026	109,497
White	147,616	128,927	122,852	123,704	120,844	118,580	120,803
TOTAL	**242,172**	**236,291**	**234,119**	**244,592**	**249,308**	**253,083**	**305,680**
Asian*	8.5	13.9	14.1	14.3	14.7	15.2	15.9
Black	8.3	7.4	7.3	7.2	7.3	7.5	7.7
Native American	0.7	0.8	0.9	0.9	0.8	0.8	1.0
Latino	17.4	23.3	25.3	27.1	28.7	29.6	35.8
White	61.0	54.6	52.5	50.6	48.5	46.9	39.5

*Category includes Asians, Pacific Islanders, and Filipinos

Definition of Measure: Racial/ethnic composition of California's public high school graduates as reported by the State Department of Education (CBEDS) and Department of Finance DRU 1995 projections.

Use(s) of Measure: This measure describes the primary source population for new college freshmen enrolling in California postsecondary education.

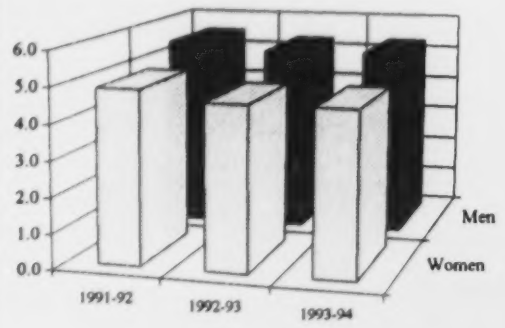
Related Measures: Most of the measures in this section describe various characteristics of these graduates or the K-12 student population. Measures IV.A. and IV.B. also use this measure as a required component.

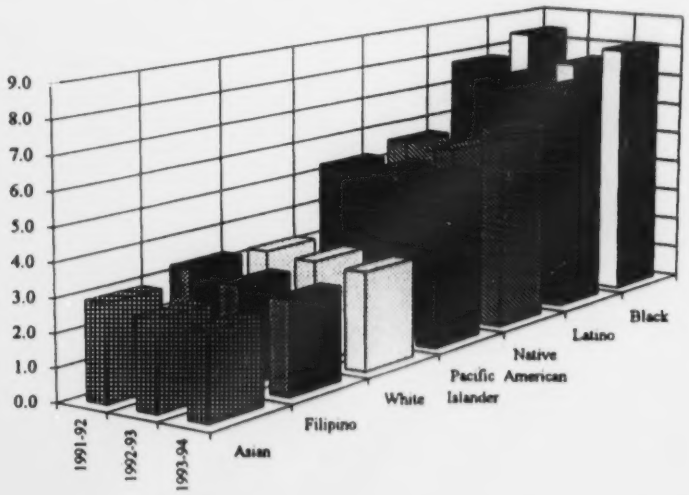
Comparison Group: One of the primary issues of importance to postsecondary planning in California is the growth in the size and diversity of this source population.

Analysis: The size of the public schools' graduating class continues to grow in size and diversity. In 1994, the representation of White graduates continues to decrease -- now 46.9 percent -- while Asian and Latino representation continue to grow. -- 15.2 and 29.6 percent respectively. Black and American Indian graduates' representation has remained stable. In the next ten years, the size of the graduating class will increase by 21 percent, by which time the representation of Latino and White graduates will nearly be equal.

B.

Dropout Rates in California's Public High Schools by Gender and Racial/Ethnic Group, 1991-92 To 1993-94





	1991-92	1992-93	1993-94
Men	5.5	5.3	5.3
Women	4.9	4.6	4.6
Total	**5.2**	**5.0**	**4.9**

	1991-92	1992-93	1993-94
Asian	2.9	2.7	2.6
Pacific Islander	5.3	5.3	5.3
Filipino	3.3	3.0	2.8
Black	8.4	7.5	8.1
Native American	5.6	5.5	6.3
Latino	7.8	7.5	7.3
White	3.2	3.1	3.0
Total	**5.2**	**5.0**	**4.9**

Definition of Measure: The one-year dropout rate for grade 9 through 12 of California public high schools by racial/ethnic groups as reported by the State Department of Education's Demographic Unit.

Use(s) of Measure: This revised measure describes the State's drop-out rate using a method consistent with national drop-out rates reported by the National Center for Education Statistics (NCES).

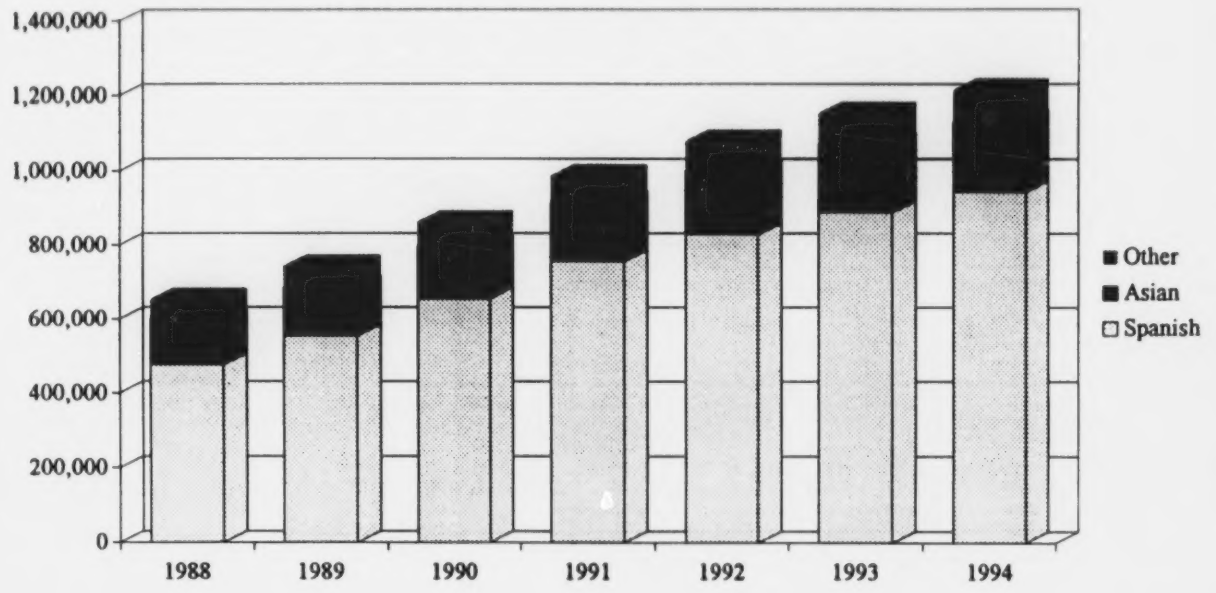
Related Measures: Measure III.A. describes this measure's counterpart of completers. Measures G. and H. describe the cumulative impact of this group on the educational attainment level of the adult population.

Comparison Group: This revised methodology that is consistent with national reporting requirements for computing dropout rates has been computed since 1991-92 only.

Analysis: In the three years that the new dropout rate methodology has been computed, the one-year drop-out rate for 9th through 12th graders has shown a small but steady decline. Women are somewhat less likely to drop out than men. The dropout rates for Asian, Filipino, and White students are half the dropout rates for Black, Latino, and American Indian students in California. The drop-out rate of Pacific Islanders is more similar to American Indians' rate than to the Asian or Filipino rates.

C.

California's Public School Students Identified as Limited English Proficient, 1988 to 1994



Language	1988	1989	1990	1991	1992	1993	1994
Spanish	475,001	553,498	655,097	755,359	828,036	887,757	943,559
Asian	127,268	133,574	143,782	162,833	175,829	184,626	189,816
Other	50,170	55,487	62,652	68,270	74,840	79,436	81,843
TOTAL	**652,439**	**742,559**	**861,531**	986,462	**1,078,705**	**1,151,819**	**1,215,218**
Percent of Total Enrollments	14.5	16.1	18.1	19.9	21.1	22.2	23.1

Definition of Measure: The number of students in California public schools identified as having limited English proficiency by major language group as reported by the State Department of Education's Language Census Report.

Use(s) of Measure: This measure describes changes in the numbers of students in public schools with English proficiency and representation among all enrolled students.

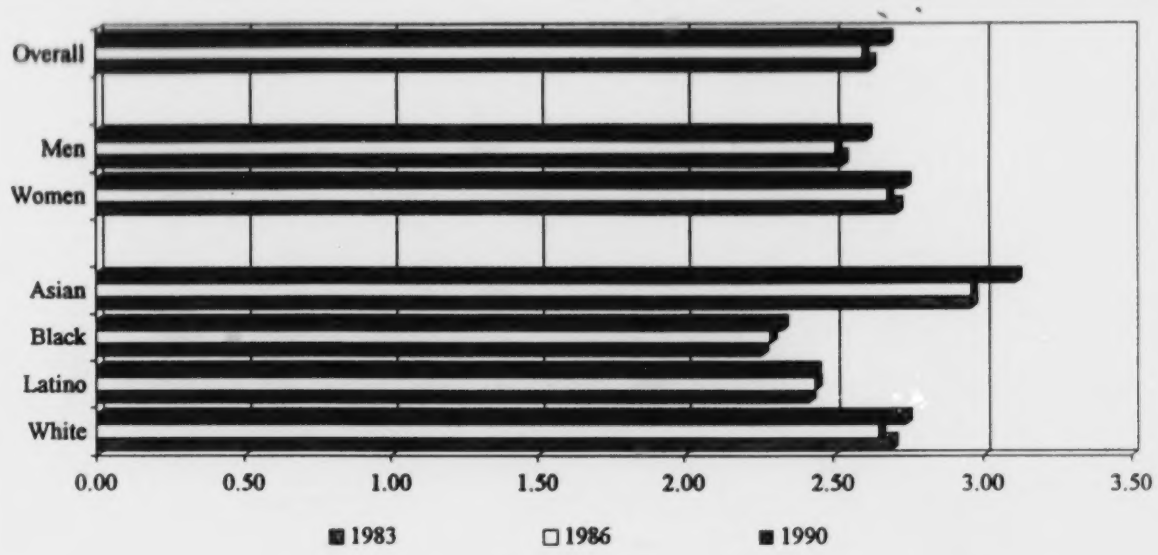
Related Measures: Measure I.F. presents representation of limited English proficiency in the adult population in California.

Comparison Group: The composition of LEP students by major language group is included to underscore the increasing numbers of students from diverse language backgrounds.

Analysis: The number of students with limited English proficiency continues to grow but at a somewhat slower rate than previously. The proportion of LEP students whose primary language is Spanish has also continued to increase -- they comprise 78 percent of LEP students in 1994. This language diversity, and the even greater cultural diversity it subsumes, contributes to the instructional challenges in today's classrooms.

D.

Estimated Grade-Point Average of Public High School Graduates, 1983, 1986, and 1990



	1983	1986	1990
Overall	2.62	2.60	2.68
Men	2.53	2.51	2.61
Women	2.71	2.68	2.74
Asian	2.96	2.96	3.11
Black	2.26	2.29	2.33
Latino	2.42	2.44	2.44
White	2.69	2.65	2.74

Definition of Measure: The grade-point average for public high school graduates statewide, by gender and major racial/ethnic groups, are estimates based on sample data drawn for the 1983, 1986, and 1990 High School Eligibility Studies of the California Postsecondary Education Commission.

Use(s) of Measure: This measure provides the only indicator of average grade point achievement for California public school graduates. It provides a general indicator for the entire population of graduates but its usefulness is limited by the lack of data on the range of graduates' grade-point averages.

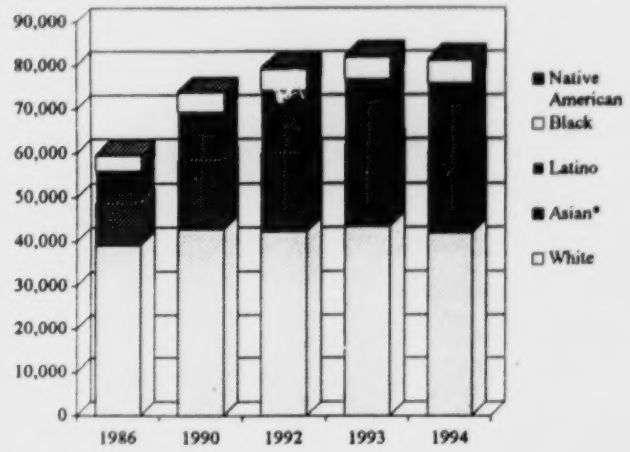
Related Measures: Measure III.E. describing graduates' completing the "a-f" university preparatory curricula provides another achievement indicator. Measure IV.A. provides college choice behaviors that may be related to levels of academic performance.

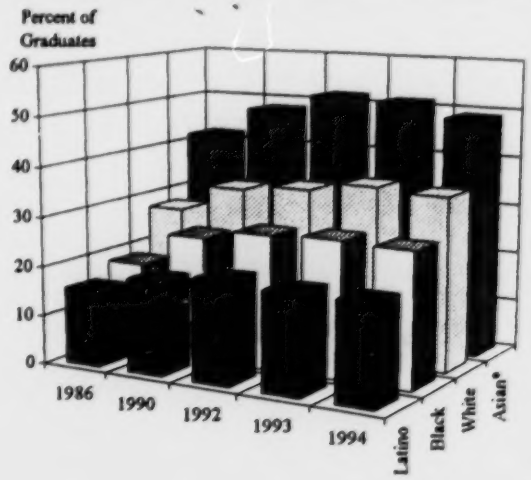
Comparison Group: These data are available only for those years in which Eligibility Studies were completed and for those student subgroups for which valid estimates could be generated due to sample size.

Analysis: Average grades increased slightly between 1986 and 1990 except for Latino graduates -- the fastest growing subgroup of the graduating class. Grades are a major component of university admission policies. It is impossible to determine to what extent recent improvements in graduates' grade-point averages are a true indicator of improved achievement or the result of grade inflation.

E.1.

Racial/Ethnic Background of California Public High School Graduates Completing University Preparatory Curriculum, 1986, 1990, and 1992 To 1994





	Number of "A-F" Completers					Percent of Graduates				
	1986	1990	1992	1993	1994	1986	1990	1992	1993	1994
Asian*	10,035	15,831	18,053	18,774	18,690	41.8	48.1	51.7	51.2	48.7
Black	3,398	4,435	4,814	5,056	5,204	18.5	25.4	27.3	27.8	27.4
Latino	6,916	10,730	13,938	14,634	15,360	15.9	19.4	21.1	20.5	20.5
Native American	273	369	430	482	489	16.5	19.5	20.4	22.5	23.1
White	39,107	42,770	42,311	43,473	41,822	27.7	33.1	34.2	36.0	35.3
Total	**59,729**	**74,135**	**79,546**	**82,419**	**81,565**	**26.1**	**31.3**	**32.5**	**33.1**	**32.2**

* Includes Asians, Filipinos and Pacific Islanders

Definition of Measure: The number and proportion of public high school graduates completing a university preparatory curriculum, earning grades of C or better, by major racial/ethnic groups as reported by the State Department of Education (CBEDS).

Use(s) of Measure: This measure provides an indicator of changes in curriculum patterns among public high school students who are taking the pattern of courses required for university admission.

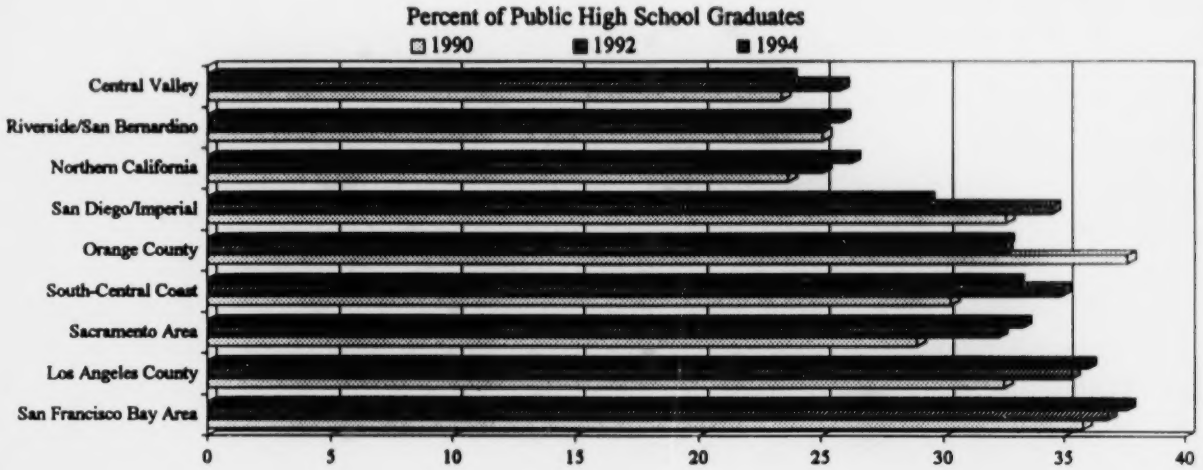
Related Measures: Measure IV.A. provides data on first-time freshmen enrollment patterns that may relate to the degree of university preparation indicated by this measure.

Comparison Group: Data by major racial/ethnic group is presented because of substantial variations in their enrollment rates. The years 1986 and 1990 are used as baselines with the three most recent years providing trend data since the last two Eligibility Studies.

Analysis: The proportion of public high school graduates enrolling in a complete university preparatory curriculum has grown since 1986 from one-fourth to one-third. The proportion dropped in 1994 to 32.2 percent. The proportion of Asian, Black, and White students completing an a-f curriculum declined in 1994 while the proportion of Latino graduates was unchanged and the proportion of Native Americans actual grew somewhat. This trend may foreshadow a decline in university eligibility.

E.2.

California Public High School Graduates Completing University Preparatory Curriculum, By Major Geographic Region, 1990, 1992, and 1994



	Number of "A-F" Completers			Percent of Graduates		
	1990	1992	1994	1990	1992	1994
San Francisco Bay Area	16,951	17,120	17,502	35.8	36.8	37.6
Los Angeles County	20,646	22,984	24,540	32.5	35.3	36.0
Sacramento Area	3,507	4,113	4,346	28.9	32.3	33.3
South-Central Coast	4,599	5,153	5,106	30.3	34.9	33.0
Orange County	8,107	7,187	7,313	37.6	32.5	32.6
San Diego/Imperial	6,932	7,320	6,443	32.6	34.5	29.3
Northern California	2,200	2,383	2,581	23.7	25.1	26.3
Riverside/San Bernardino	4,903	5,759	6,457	25.1	25.0	25.9
Central Valley	6,290	7,527	7,277	23.4	25.8	23.7
Total	**74,135**	**79,546**	**81,565**	**31.3**	**32.5**	**32.2**

Definition of Measure: The number and proportion of public high school graduates completing a university preparatory curriculum, earning grades of C or better, by major geographic region as reported by the State Department of Education (CBEDS).

Use(s) of Measure: This measure provides an indicator of changes in curriculum patterns among public high school students who are taking the pattern of courses required for university admission.

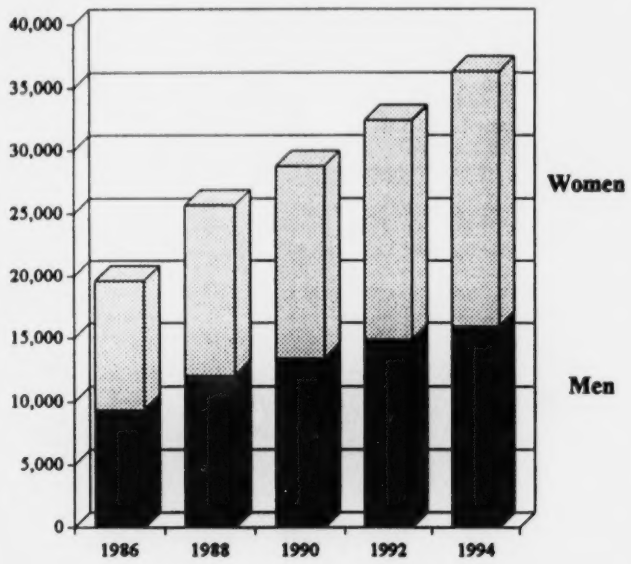
Related Measures: Measure IV.A. provides data on first-time freshmen enrollment patterns that may relate to the degree of university preparation indicated by this measure.

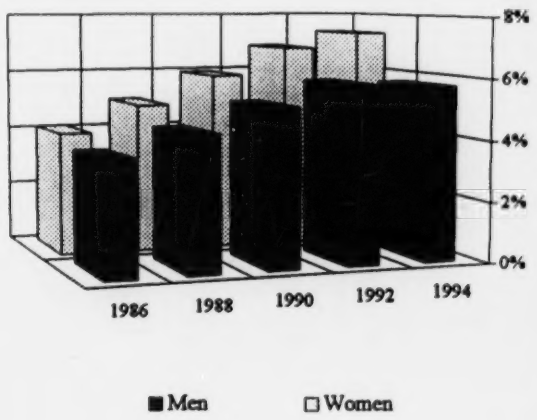
Comparison Group: Data by major racial/ethnic group is presented because of substantial variations in their enrollment rates. The year 1990 is used as baseline with the current year to provide a comparison data at the time of the last Eligibility Study.

Analysis: The San Francisco Bay Area continues to maintain its status as having the highest percentage of its public high school graduates completing a college preparatory curriculum. Orange County and the San Diego/Imperial county area have experienced declines in the proportions of their graduates completing such a curriculum and have fallen behind Los Angeles County, the Sacramento area, and the South-Central Coast (from Santa Cruz to Ventura) on this measure. While showing some improvement in their rates, the Central Valley and the San Bernardino/Riverside area still lag.

F.1.

California's Twelfth Grade Men and Women Participating in Advanced Placement (AP) Examinations, 1986, 1988, 1990, 1992 and 1994





	Number of Test Takers					Percent of All High School Graduates				
	1986	1988	1990	1992	1994	1986	1988	1990	1992	1994
Men	9,345	12,054	13,437	14,917	15,941	3.7%	4.4%	5.2%	5.8%	5.7%
Women	10,288	13,621	15,367	17,538	20,358	4.1%	5.0%	5.9%	6.8%	7.3%
Total	**19,633**	**25,675**	**28,804**	**32,455**	**36,299**	**7.8%**	**9.4%**	**11.1%**	**12.7%**	**13.1%**

Definition of Measure: The number of California twelfth-graders participating in Advanced Placement (AP) exams by gender as reported by the College Board and as a percent of all California high school graduates.

Use(s) of Measure: This measure provides another indicator of student achievement during high school as these exams are on college level work.

Related Measures: Measure III.G. on college entrance exams provides another standardized indicator of achievement among students interested in attending college.

Comparison Group: Alternate year data are shown to illustrate the magnitude of change in recent years while differential participation by group highlights an area of on-going policy concern.

Analysis: Since 1986, the number of California twelfth-graders participating in AP exams has nearly doubled athough the rate of increase has slowed somewhat in recent years. While the numbers of both men and women participating in these exams have increased over this period, women comprise a larger and growing proportion of these test takers.

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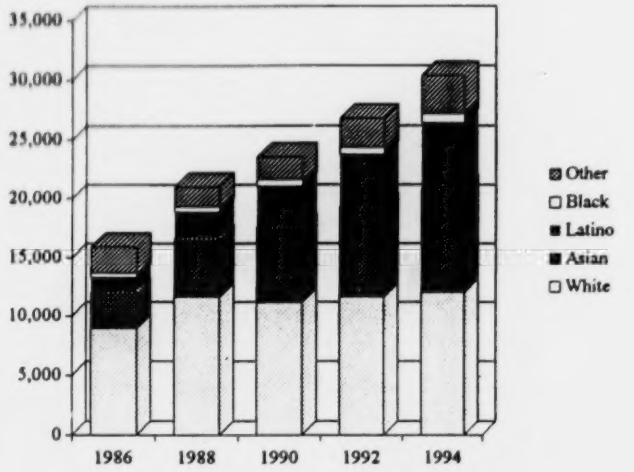
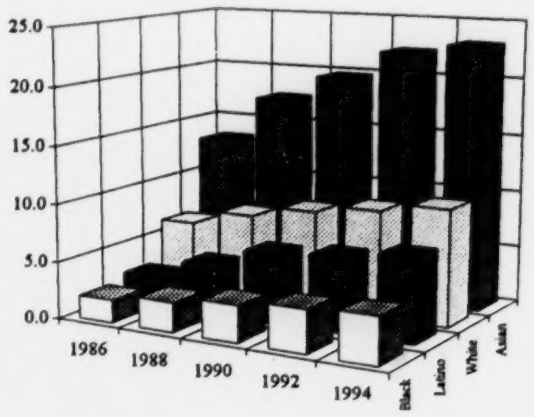
F.2.

Racial/Ethnic Background of Twelfth Grade Advanced Placement Test Takers from California Public Schools, 1986, 1988, 1990, 1992 and 1994





	Number of Test Takers					Percent of Each Group's Graduates				
	1986	1988	1990	1992	1994	1986	1988	1990	1992	1994
Asian	3,150	5,016	6,475	7,747	8,860	13.2	17.4	19.7	22.2	23.1
Black	356	509	567	650	761	2.0	2.6	3.2	3.7	4.0
Latino	1,206	2,195	3,399	4,344	5,524	2.8	4.5	6.2	6.6	7.4
Other	2,218	1,671	1,919	2,442	3,167					
White	8,979	11,638	11,173	11,630	12,049	6.4	7.7	8.7	9.4	10.2
Total	**15,909**	**21,029**	**23,533**	**26,813**	**30,361**	**7.0**	**8.4**	**10.0**	**11.0**	**12.0**

Definition of Measure: The number of California public high school twelfth-graders participating in Advanced Placement (AP) exams by major racial/ethnic group as reported by the College Board report and these participants as a percent of each group's graduates.

Use(s) of Measure: This measure provides another indicator of student achievement during high school as these exams are on college level work.

Related Measures: Measure III.G. on college entrance exams provides another standardized indicator of achievement among students interested in attending college.

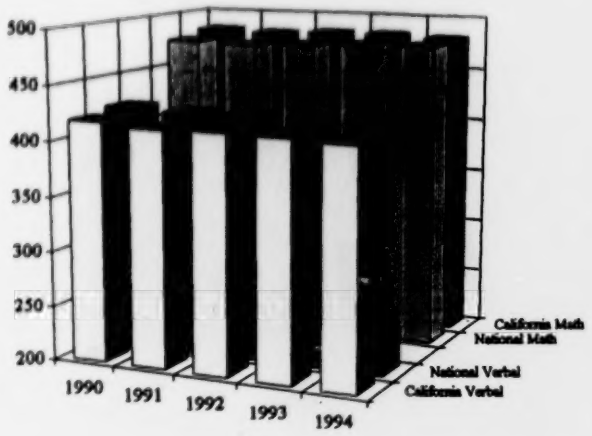
Comparison Group: Alternate year data are shown to illustrate the magnitude of change in recent years while differential participation by group highlights an area of on-going policy concern.

Analysis: Since 1986, the number of public school twelfth-graders participating in AP exams has nearly doubled. However, tremendous differences in participation among students from different racial/ethnic groups persists. While one in four Asian twelfth-graders took AP exams in 1994, one in ten White students, one in fourteen Latino students, and one in 25 Black students participated.

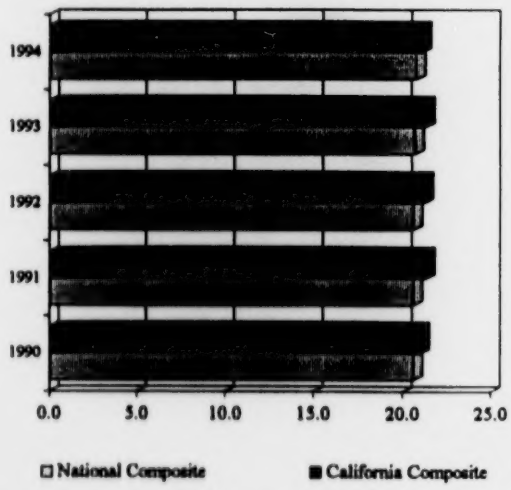
G.1.

Achievement of California Students Participating in the Scholastic Assessment Test (SAT) and the American College Test (ACT) as Compared to National Achievement, 1990 to 1994

SAT Scores



ACT Score



Scores	California 1990	1991	1992	1993	1994	National 1990	1991	1992	1993	1994
SAT Verbal	419	415	416	415	413	424	422	423	424	423
SAT Math	484	482	484	484	482	476	474	476	478	479
ACT Composite	21.0	21.3	21.2	21.3	21.1	20.6	20.6	20.6	20.7	20.8
Participation										
SAT	112,577	114,716	116,806	120,386	127,004	1,025,523	1,032,685	1,034,131	1,044,465	1,050,386
ACT	17,938	19,407	22,291	25,994	29,116	81,796	796,983	832,217	875,603	891,714

Definition of Measure: The number of students participating and their average scores on the Scholastic Assessment Test (SAT) as reported by the College Board and on the American College Test (ACT) as reported by American College Testing, 1990 to 1994.

Use(s) of Measure: This measure describes recent levels of participation and student achievement on the two national standardized college entrance examinations. Both of California's public universities use these examination results as part of their admission criteria.

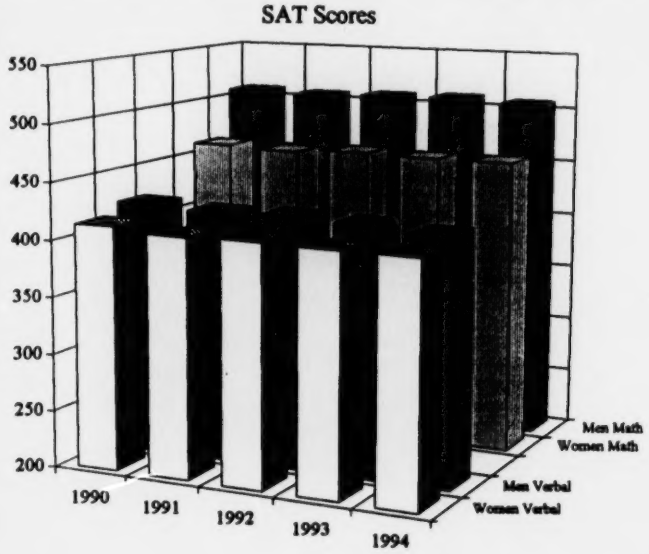
Related Measures: Measures III.D., E., and F. provide other information about students' preparation for college. Measure IV.A. provides data on first-time freshman enrollments that may be correlated with test participation.

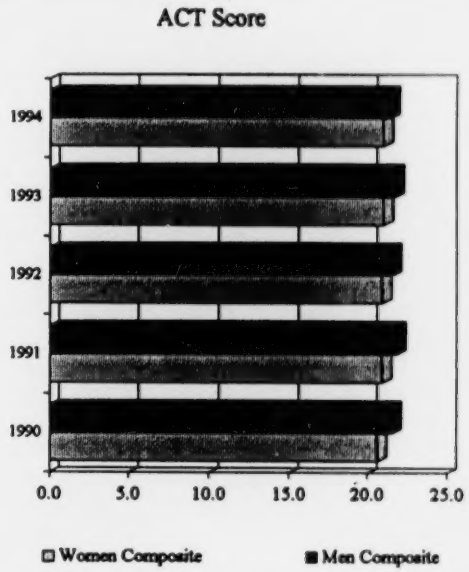
Comparison Group: As these examinations are used by many universities across the nation, the national comparison is provided as an indicator of California students' achievement in the national arena.

Analysis: The participation of California students in these university admission examinations continues to increase. Californians, on the average, have higher math achievement, although the gap has continued to narrow, and lower verbal achievement than the national average.

G.2.

Achievement of California Men and Women on the Scholastic Assessment Test (SAT) and the American College Test (ACT), 1990 to 1994





	Men					Women				
Scores	1990	1991	1992	1993	1994	1990	1991	1992	1993	1994
SAT Verbal	424	421	422	420	417	414	410	411	410	410
SAT Math	509	507	509	510	507	462	459	462	461	461
ACT Composite	21.5	21.8	21.5	21.7	21.4	20.6	20.9	20.9	21.0	21.0
Participation										
SAT	53,660	54,706	55,269	56,394	58,605	58,917	60,010	61,537	63,992	68,399
ACT	7,717	8,212	9,003	10,410	11,519	10,221	11,195	13,288	15,584	17,597

Definition of Measure: The number of men and women participating and their average scores on the Scholastic Assessment Test (SAT) as reported by the College Board and on the American College Test (ACT) as reported by American College Testing, 1990 to 1994.

Use(s) of Measure: This measure describes recent levels of participation and student achievement on the two national standardized college entrance examinations. Both of California's public universities use these examination results as part of their admission criteria.

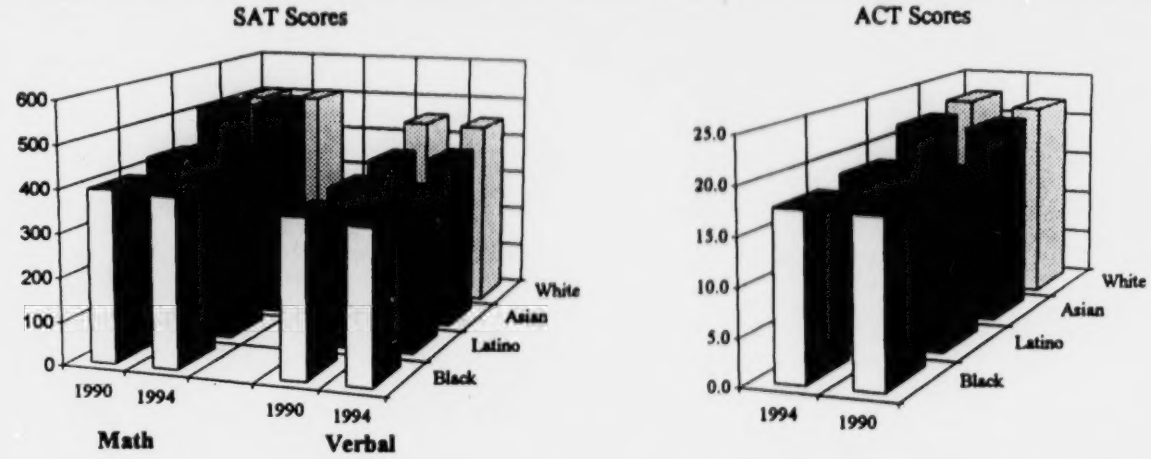
Related Measures: Measures III.D., E., and F. provide other information about students' preparation for college. Measure IV.A. provides data on first-time freshman enrollments that may be correlated with test participation.

Comparison Group: This measure illustrates differences in scores and participation of California men and women.

Analysis: The participation of both California men and women in these university admission examinations continues to increase. California men, on the average, receive higher scores than women in all of these exams, however, the score differential has been narrowing somewhat.

G.3.

Achievement of Californians by Major Racial/Ethnic Group on the Scholastic Assessment Test (SAT) and the American College Test (ACT), 1990 and 1994



Scores	SAT Verbal		SAT Math		ACT Composite	
	1990	1994	1990	1994	1990	1994
Asian	395	404	512	523	21.6	21.7
Black	363	351	396	388	17.5	17.6
Latino	375	365	424	418	18.4	18.5
White	453	449	505	507	22.1	22.7

Participation	SAT				ACT			
	Asian	Black	Latino	White	Asian	Black	Latino	White
1990	22,847	7,105	16,592	53,788	2,109	1,149	2,535	8,851
1994	26,284	8,826	22,721	52,978	4,159	2,466	5,283	12,204

Definition of Measure: The number of Californians from the major racial/ethnic groups participating and their average scores on the Scholastic Assessment Test (SAT) as reported by the College Board and on the American College Test (ACT) as reported by American College Testing, 1990 and 1994.

Use(s) of Measure: This measure describes recent levels of participation and student achievement on the two national standardized college entrance examinations. Both of California's public universities use these examination results as part of their admission criteria.

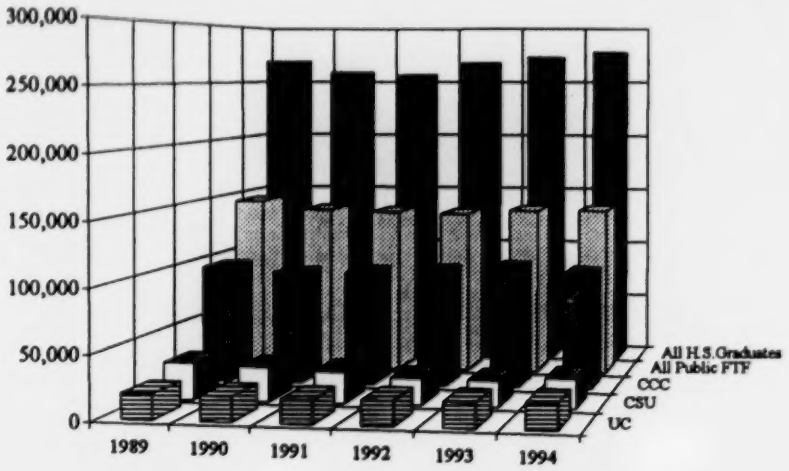
Related Measures: Measures III.D., E., and F. provide other information about students' preparation for college. Measure IV.A. provides data on first-time freshman enrollments that may be correlated with test participation.

Comparison Group: This measure illustrates differences in scores and participation of Californians from different racial/ethnic groups.

Analysis: Except for a decline in the participation of white students on the SAT, participation in university admissions examination increased among students from all major racial/ethnic groups. Asian SAT test takers improved their scores on both the SAT Verbal and Math exams while White test takers' scores only increased on the Math exam. Black and Latino scores declined on both tests. On the other hand, ACT Composite scores increased for all groups.

A.1.

California High School Graduates Enrolling as First-time Freshmen at California Public Colleges and Universities, 1989 to 1994



	California High School Graduates	First-Time Freshmen							
		University of California		California State University		California Community Colleges		All Public First-Time Freshmen	
1989	268,983	19,739	7.3	29,116	10.8	97,708	36.3	146,563	54.5
1990	258,949	19,003	7.3	27,094	10.5	93,640	36.2	139,737	54.0
1991	256,301	18,246	7.1	25,087	9.8	95,123	37.1	138,456	54.0
1992	267,867	19,189	7.2	21,093	7.9	97,092	36.2	137,374	51.3
1993	272,789	19,253	7.1	20,516	7.5	100,698	36.9	140,467	51.5
1994	277,383	20,303	7.3	23,409	8.4	97,069	35.0	140,781	50.8

Definition of Measure: The number and proportion of California high school graduates enrolling as first-time freshmen at California public postsecondary institutions, as defined by those who are 19 years old or younger.

Use(s) of Measure: This measure has been used historically as an indicator of changes in freshman participation patterns of recent California high school graduates.

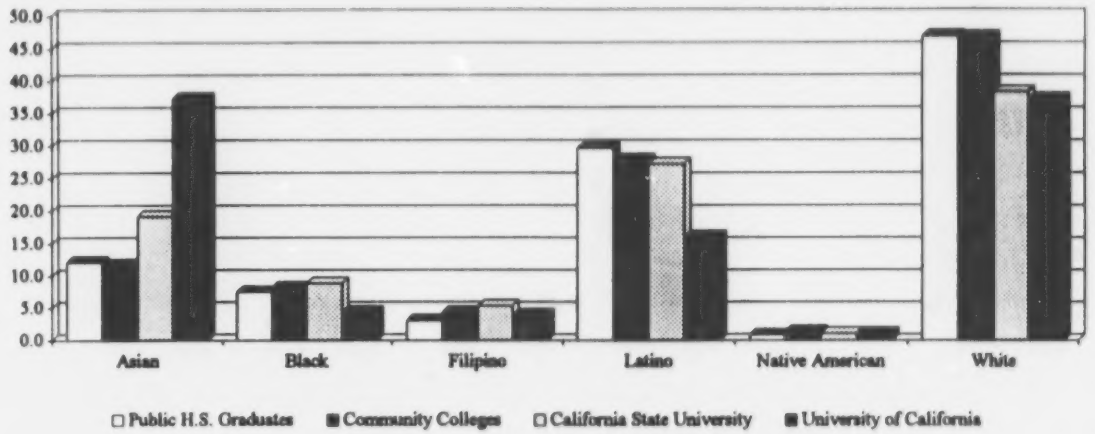
Related Measures: Indicator IV.A.2. presents the racial/ethnic composition of 1994 public high school graduates and and A.3. shows their proportions enrolling in public colleges and universities.

Comparison Group: Comparison of all public first-time freshmen to high school graduates provides an indicator of college-going behavior among recent graduates. The system comparison provides an indicator of the distribution of these graduates among the public systems in California.

Analysis: In 1994, college-going rates among recent California high school graduates to the State's public universities increased at the same time that the number of high school graduates grew substantially. The University enrolled one of its largest freshman classes ever. After two years of decreases, the State University began to increase the size of its freshman class in 1994. The number of new freshman, however, is still far below its 1989 peak. Community college freshman enrollments declined slightly in 1994, resulting in a lower participation rate for them and a lower statewide public college-going rate as well.

A.2

California 1994 Public High School Graduates and Those Enrolling as First-time Freshmen in California Public Colleges and Universities by Racial/Ethnic Group in Fall 1994



	All Public High School Graduates		First-Time Freshmen: California Community Colleges*		California State University		University of California	
Asian/Pacific Islander	30,569	12.1	10,051	11.7	3,593	19.2	6,119	37.3
Black	18,979	7.5	7,021	8.2	1,661	8.9	728	4.4
Filipino	7,810	3.1	3,689	4.3	1,004	5.4	644	3.9
Latino	75,026	29.6	23,938	27.9	5,096	27.2	2,627	16.0
Native American	2,119	0.8	1,160	1.3	198	1.1	171	1.0
White	118,580	46.9	40,088	46.6	7,170	38.3	6,105	37.2

* Estimated

Definition of Measure: The racial/ethnic composition of 1994 California public high school graduates and the first-time freshmen, 19 and under, from these schools who enrolled in public postsecondary education in Fall 1994, as reported by the systems to the Commission.

Use(s) of Measure: This measure illustrates differences in public college-going behaviors of California public high school graduates by racial/ethnic group.

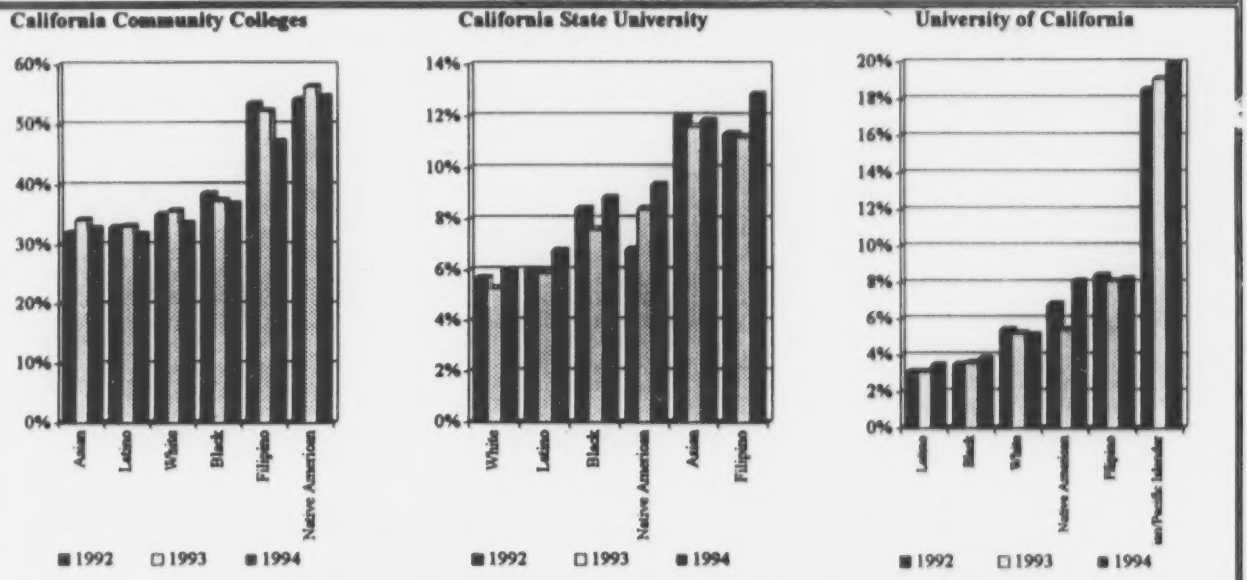
Related Measures: Indicator IV.A.1. gives overall college-going rate information over time and A.3. shows the proportion of each group enrolling at each system. Section III provides contextual data for this measure.

Comparison Group: The public high school graduating class is the primary source population for freshmen in California's colleges and universities. The racial/ethnic diversity of the freshman classes is a reflection of this population's diversity and differences in students' preparation for college.

Analysis: The racial/ethnic composition of the community colleges' freshman class is most similar to the public school graduating class, a reflection of the fact that all graduates are eligible to enroll. Latino representation in all public postsecondary systems is smaller than their representation in the public high school graduating class. Filipino and Native American representation in higher education exceeds their representation in the graduating class. Asian representation at the State's universities exceeds their representation in the graduating class while the opposite is true among White students. Black representation exceeds parity at the community colleges and State University.

A.3.

College-Going Rates of California Public High School Graduates, by Racial/Ethnic Group, 1992 to 1994



	California Community College*			California State University			University of California		
	1992	1993	1994	1992	1993	1994	1992	1993	1994
Asian/Pacific Islander	32.0%	34.2%	32.9%	12.0%	11.6%	11.7%	18.5%	19.1%	20.0%
Black	38.6%	37.4%	37.0%	8.4%	7.6%	8.7%	3.5%	3.6%	3.8%
Filipino	53.5%	52.3%	47.2%	11.3%	11.2%	12.9%	8.4%	8.1%	8.2%
Latino	33.0%	33.2%	31.9%	6.0%	5.9%	6.8%	3.1%	3.1%	3.5%
Native American	54.2%	56.4%	54.7%	6.8%	8.4%	9.3%	6.8%	5.4%	7.9%
White	35.1%	35.7%	33.8%	5.7%	5.3%	6.0%	5.4%	5.2%	5.1%

* Estimated

Definition of Measure: The proportion of recent public high school graduates enrolling in public postsecondary education as first-time freshmen, 19 and under, in the Fall term, by racial/ethnic group, in the last three years, as reported by the systems to the Commission.

Use(s) of Measure: This measure illustrates changes in public college-going behaviors of recent California public high school graduates by racial/ethnic group over the last three years.

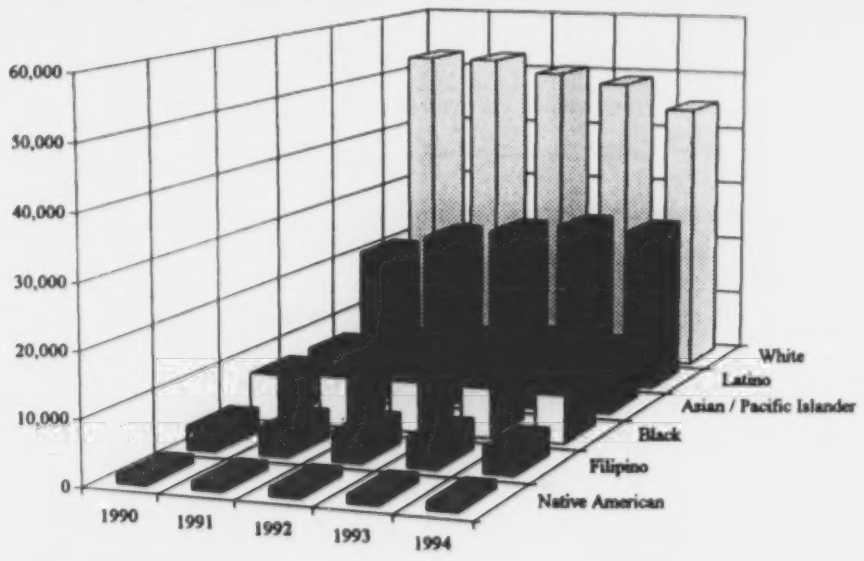
Related Measures: Indicator IV.A.1. and 2. gives overall college-going rate information over time. The measures in Section III provide contextual data for this measure.

Comparison Group: Changes in participation in California's public colleges and universities, by racial/ethnic group over time reflect student choices and opportunities.

Analysis: In 1994, participation of recent public high school graduates from all racial/ethnic groups except White graduates continues to increase in California public universities while participation in community colleges declined for all groups. Participation of Asian and Native American graduates grew the most at the University. At the State University, participation of Black and Filipino graduates showed the greatest improvement. Overall, public postsecondary participation improved slightly among Black and Native American graduates, remained unchanged for Latino graduates and decreased for Asian and White graduates.

B.1.

First-Time Freshmen by Racial/Ethnic Group at the California Community Colleges, Fall 1990 to Fall 1994



Fall Term	Total First-Time Freshmen	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White
1990	104,010	7,709	7,708	3,774	20,631	1,333	1,628	52,641
1991	109,123	9,577	8,107	4,468	23,874	1,293	1,381	52,561
1992	111,727	10,749	8,322	4,899	26,399	1,341	1,611	51,255
1993	111,767	11,481	8,089	4,771	27,482	1,380	1,723	50,038
1994	107,656	11,480	8,316	4,550	27,601	1,335	1,914	46,357
5-Year Percent Change	3.5	48.9	7.9	20.6	33.8	0.2	17.6	-11.9

Note: Racial/ethnic composition excludes nonresident aliens and nonrespondents.

Definition of Measure Total number of first-time freshmen, 19 and under, regardless of high school of origin, by racial/ethnic group as reported by the California Community Colleges to the Commission.

Use(s) of Measure: This measure describes changes in the number and racial/ethnic composition of entering freshmen.

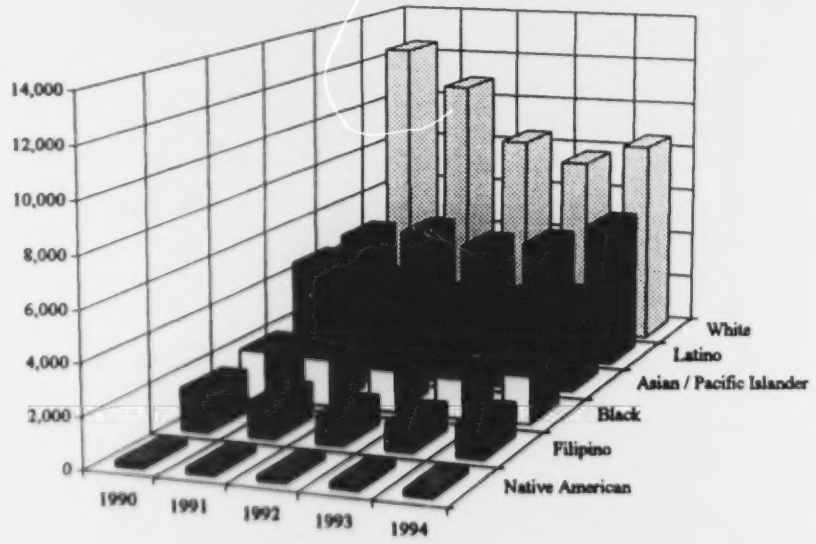
Related Measures: Measure IV.A.2. describes the 1994 cohort from California public schools while IV.B.2. and IV.B.3. present these data for the California State University and the University of California.

Comparison Group: Trends from 1990 to present by racial/ethnic group illustrate changes in the composition of the freshman class.

Analysis: The 1990 freshman enrollment numbers are probably low estimates due to the implementation of the new MIS system by the community colleges. First-time freshman enrollment grew substantially in 1992 and that level of enrollment was maintained in 1993. In 1994, however, enrollments decreased. Most of this decrease resulted from lower enrollments of White students. Contrary to the overall trend, Black and Latino freshman enrollments at the community colleges increased in 1994.

B.2.

First-Time Freshmen by Racial/Ethnic Group at the California State University, Fall 1990 to Fall 1994



Fall Term	Total First-Time Freshmen	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White
1990	28,065	4,630	1,994	1,664	4,817	228	809	12,481
1991	25,968	4,071	1,944	1,374	5,153	222	693	10,886
1992	21,831	3,531	1,721	1,129	4,702	181	524	8,510
1993	21,091	3,604	1,606	1,099	4,962	208	465	7,694
1994	24,023	3,818	1,939	1,321	5,903	235	552	8,570
5-Year Percent Change	-14.4	-17.5	-2.8	-20.6	22.5	3.1	-31.8	-31.3

Note: Racial/ethnic composition excludes nonresident aliens and nonrespondents.

Definition of Measure Total number of first-time freshmen, 19 and under, regardless of high school of origin, by racial/ethnic group as reported by the California State University to the Commission.

Use(s) of Measure: This measure describes changes in the number and racial/ethnic composition of all entering freshmen.

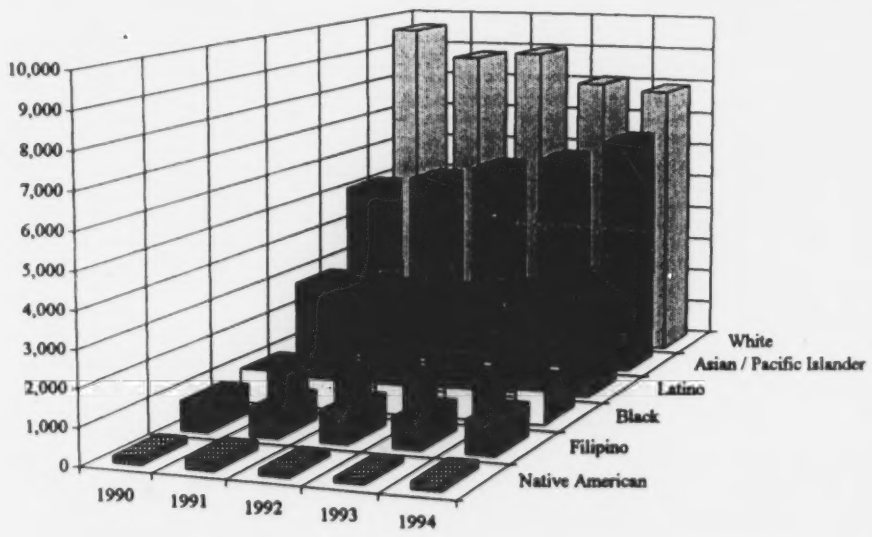
Related Measures: Measure IV.A.2. describes the 1994 cohort from California public schools while IV.B.1. and IV.B.3. present these data for the community colleges and the University of California.

Comparison Group: Trends from 1990 to present by racial/ethnic group illustrate changes in the composition of the freshman class.

Analysis: The size of the State University's freshman class decreased dramatically between 1989 and 1993. In 1994, the number of first-time freshmen grew substantially but is still below the 1990 level. The number of freshmen from all racial/ethnic groups except Latinos dropped between 1990 and 1993. The growth in the freshman enrollments in 1994 occurred among all racial/ethnic groups, with Latinos registering the greatest increase.

B.3.

First-Time Freshmen by Racial/Ethnic Group at the University of California, Fall 1990 to Fall 1994



Fall Term	Total First-Time Freshmen	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White
1990	20,908	5,118	948	835	2,795	192	266	9,612
1991	20,148	5,475	837	810	2,677	246	226	8,785
1992	20,928	5,898	846	870	2,657	180	299	8,965
1993	20,413	6,215	870	840	2,883	143	301	8,095
1994	21,598	6,843	952	911	3,344	208	344	7,915
5-Year Percent Change	3.3	33.7	0.4	9.1	19.6	8.3	29.3	-17.7

Note: Racial/ethnic composition excludes nonresident aliens and nonrespondents.

Definition of Measure: Total number of first-time freshmen, 19 and under, regardless of high school of origin, by racial/ethnic group as reported by the University of California to the Commission.

Use(s) of Measure: This measure describes changes in number and racial/ethnic composition of entering freshmen.

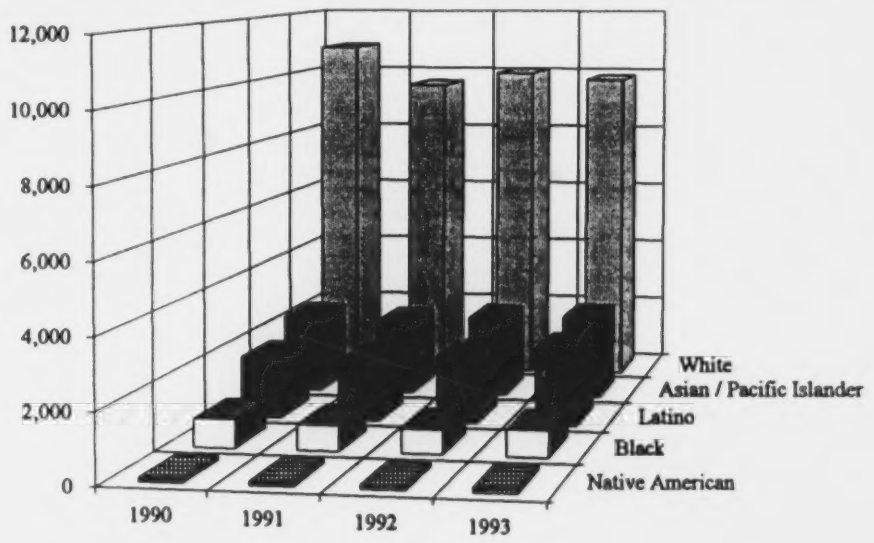
Related Measures: Measure IV.A.2. describes the 1994 cohort from California public schools while IV.B.1. and IV.B.2. present these data for the community colleges and the California State University.

Comparison Group: Trends from 1990 to present by racial/ethnic group illustrate changes in the composition of the freshman class.

Analysis: Over the last five years, the representation of Asians in the freshman class at the University of California has grown from one-quarter to one-third. During this same period, the representation of Latinos has increased from 14 percent to 16 percent. The representation of Black and Filipino students in the freshman class has remained relatively stable at around 4.5 percent each as has Native American students' representation at about 1 percent. White representation has decreased from 48.6 percent to 38.8 percent.

B.4.

First-Time Freshmen by Racial/Ethnic Group at the California Independent Colleges and Universities, Fall 1991 to Fall 1993



Fall Term	Total First-Time Freshmen	Asian/ Pacific Islander	Black	Latino	Native American	Other	White
1990	17,313	2,409	842	1,830	128	185	10,865
1991	15,791	2,309	749	1,810	114	236	9,611
1992	16,439	2,470	721	2,010	137	218	10,038
1993	16,631	2,551	782	2,297	154	286	9,828
4-Year Percent Change	-3.9	5.9	-7.1	25.5	20.3	54.6	-9.5

Note: Racial/ethnic composition excludes nonresident aliens but total includes them.

Definition of Measure: Total number of first-time freshmen, 19 and under, regardless of high school of origin, by racial/ethnic group as reported by the California independent colleges and universities on the IPEDS Fall Enrollment Survey.

Use(s) of Measure: This measure describes changes in the number and racial/ethnic composition of all entering freshmen.

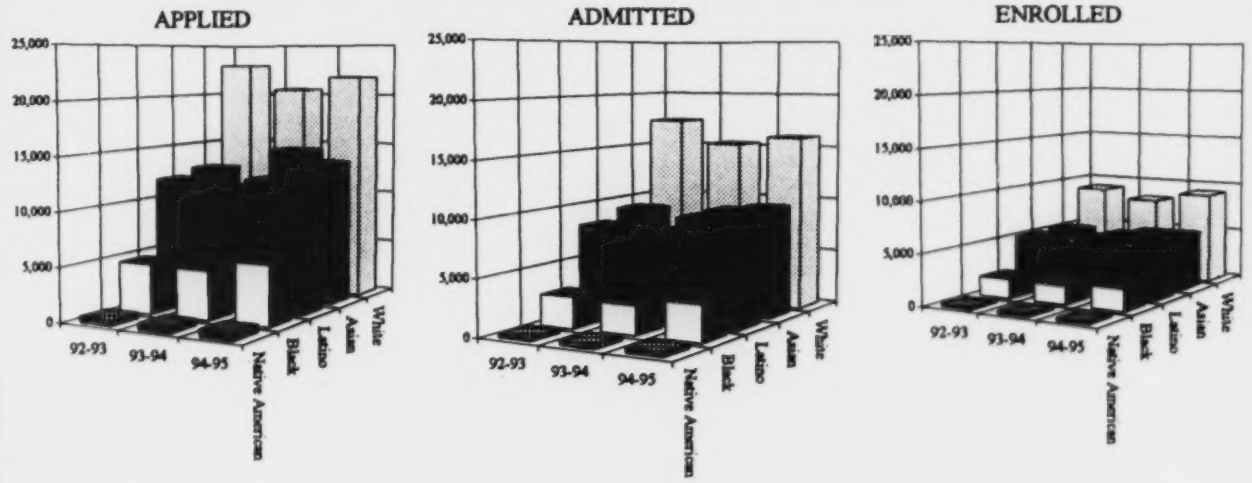
Related Measures: Measure IV.A.2. describes the 1994 cohort from California public schools enrolling in public higher education and IV.B1 to IV.B.3. present these data for public postsecondary education.

Comparison Group: Trends from 1991 to present by racial/ethnic group illustrate changes in the composition of the freshman class.

Analysis: Over this period, the number of freshmen at independent colleges and universities dropped sharply in 1991 and then slowly recovered to about 4 percent below the 1990 level. Enrollments of Asian, Latino, and Native American freshmen exceed their 1990 levels while those of Black freshmen and White freshmen are substantially below their 1990 enrollment level.

C.1.

Disposition of Applications for Admission by Racial/Ethnic Group for First-Time Freshmen at the California State University, 1992-93, 1993-94, and 1994-95



		Asian		Black		Latino		Native American		White	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1992-93	**Applied**	12,754		4,672		11,978		565		22,905	
	Admitted	9,334	73.2	2,771	59.3	8,256	68.9	396	70.1	17,389	75.9
	Enrolled	5,257	56.3	1,888	68.1	5,101	61.8	212	53.5	9,008	51.8
1993-94	**Applied**	11,794		4,570		11,462		579		20,507	
	Admitted	8,769	74.4	2,602	56.9	8,018	70.0	407	70.3	15,267	74.4
	Enrolled	5,109	58.3	1,814	69.7	5,418	67.6	238	58.5	8,157	53.4
1994-95	**Applied**	13,750		5,580		15,225		671		21,795	
	Admitted	10,007	72.8	3,240	58.1	10,241	67.3	478	71.2	16,037	73.6
	Enrolled	5,611	56.1	2,188	67.5	6,394	62.4	265	55.4	9,078	56.6

Definition of Measure: The number of applicants, those admitted and those enrolling as first-time freshmen at the California State University, 1992-93 to 1994-95 as reported by CSU Division of Analytic Studies.

Use(s) of Measure: This measure describes the disposition of applications for freshmen enrollment at the State University and provides some sense of changes in enrollment demand.

Related Measures: Measures IV.A. and IV.B. provide statewide context. Measure IV.C.2. shows these data for the University of California.

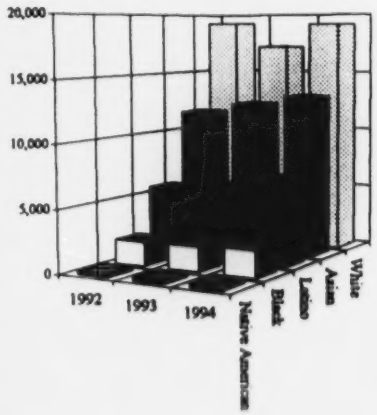
Comparison Group: Application numbers broadly define student interest and the source population, while the number admitted may indicate changes in qualifications of applicants, and enrollment numbers define admitted applicants' final choice.

Analysis: While numbers of applicants dropped between 1992-93 and 1993-94, applications from all groups in 1994-95 surpassed the 1992-93 levels. The proportions of applicants admitted decreased for all groups except Black applicants. The proportions of admitted applicants who actually enrolled decreased for all groups except White students. As a result, the numbers of first-time freshmen from all groups increased in 1994-95.

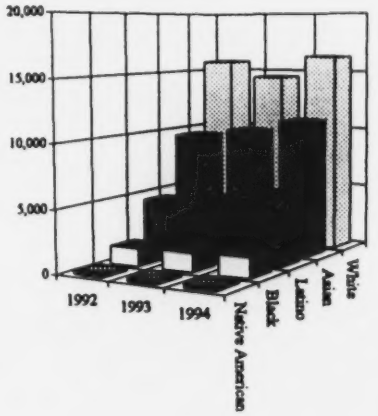
C.2.

Disposition of Applications for Admission by Racial/Ethnic Group for First-Time Freshmen at the University of California, 1992, 1993, and 1994

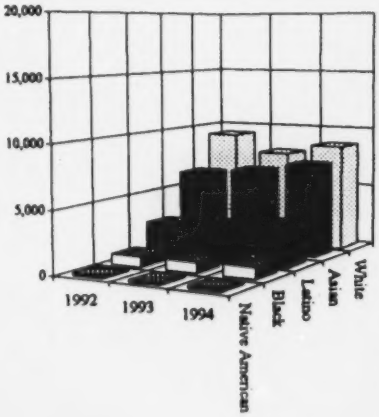
APPLIED



ADMITTED



ENROLLED



		Asian		Black		Latino		Native American		White	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1992	Applied	11,693		1,945		5,611		314		19,218	
	Admitted	9,627	79.9	1,433	78.5	4,530	84.9	274	85.3	15,776	77.8
	Enrolled	6,405	68.6	842	60.8	2,678	62.0	172	66.2	9,256	61.8
1993	Applied	12,494		1,990		5,904		280		17,193	
	Admitted	10,195	82.3	1,534	73.7	4,940	80.7	239	87.3	14,480	82.1
	Enrolled	6,837	66.5	860	58.8	2,899	59.1	139	62.8	7,811	58.7
1994	Applied	13,229		2,149		6,843		362		19,167	
	Admitted	11,128	84.1	1,627	75.7	5,672	82.9	317	87.6	16,306	85.1
	Enrolled	7,532	67.7	940	57.8	3,354	59.1	208	65.6	8,646	53.0

Definition of Measure: The number of applicants, those admitted, and those enrolling as first-time freshmen at the University of California, 1992, 1993, amd 1994 as reported by the University of California.

Use(s) of Measure: This measure describes the disposition of applications for freshmen enrollment at the University and provides some sense of changes in enrollment demand.

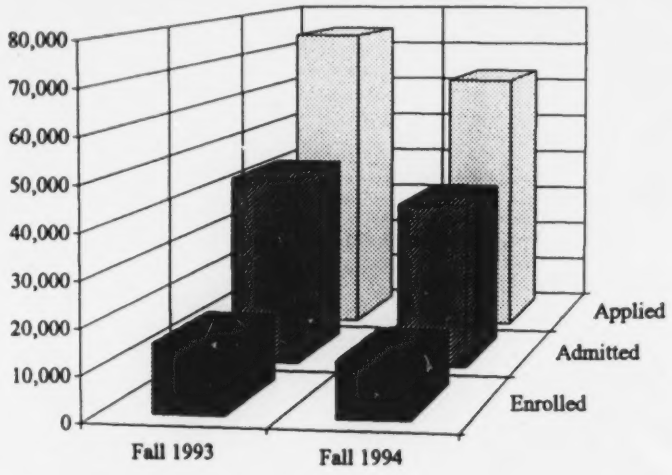
Related Measures: Measures IV.A. and IV.B. provide statewide context and C.1. shows State University data.

Comparison Group: Application numbers broadly define student interest and the source population, while the number admitted may indicate changes in qualifications of applicants, and enrollment numbers define admitted applicants' final choice.

Analysis: The numbers of applicants from all groups increased in Fall 1994 over Fall 1993. The proportion applicants for freshman admission who were admitted also increased. The proportion of these admitted students who actually enrolled increased only among Asians. Despite this decrease in the rates at which admitted students enrolled, the numbers of new freshmen from all racial/ethnic groups increased in Fall 1994.

C.3.

Disposition of Applications Freshmen Admission at California Independent Colleges and Universities, Fall 1993 and Fall 1994



	Fall 1993		Fall 1994	
	Number	Percent	Number	Percent
Applied	74,537		63,025	
Admitted	43,769	58.7	38,211	60.6
Enrolled	15,459	35.3	12,614	33.0
Number of institutions	46		30	

Definition of Measure: The number of applicants, those admitted and those enrolling as first-time freshmen at the independent colleges and universities, Fall 1993 (46 institutions) and Fall 1994 (30 institutions).

Use(s) of Measure: This measure describes the disposition of applications for freshmen enrollment at independent colleges and universities and provides some sense of changes in enrollment demand.

Related Measures: Measures IV.A. and IV.B. provide statewide context. Measure IV.C.1. and C.2. shows these data for the State's public universities.

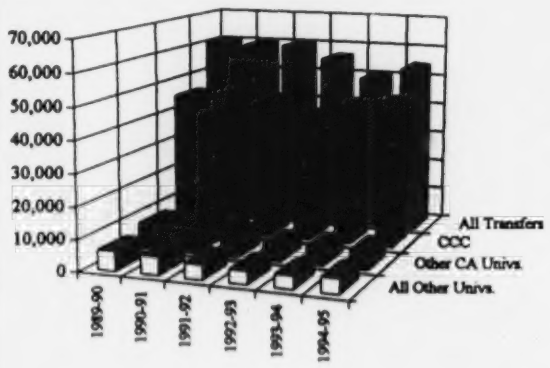
Comparison Group: Application numbers broadly define student interest and the source population, while the number admitted may indicate changes in qualifications of applicants, and enrollment numbers define admitted applicants' final choice.

Analysis: Admission rates for freshman applicants to a responding set of independent colleges and universities were around 60 percent in Fall 1993 and Fall 1994. About one-third of those admitted actually chose to enroll. These admission rates are somewhat lower than those at public institutions and the percentage enrolling is substantially lower.

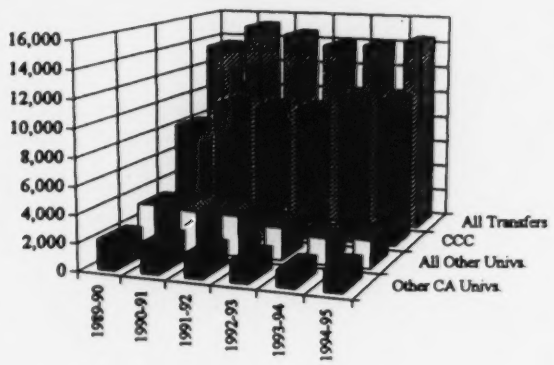
D.

Origins of New Undergraduate Transfer Students to the California State University and the University of California, Full-Year 1989-90 to 1994-95

California State University



University of California



Full Year	California State University: All New Transfer Students	California State University: California Community Colleges	California State University: Other California Institutions	California State University: All Other Institutions	University of California: All New Transfer Students	University of California: California Community Colleges	University of California: Other California Institutions	University of California: All Other Institutions
1989-90	60,070	45,724	8,177	6,169	13,573	8,164	2,131	3,278
1990-91	60,227	46,678	7,727	5,822	15,250	10,032	2,168	3,050
1991-92	56,188	44,900	6,452	4,836	14,711	9,972	1,741	2,998
1992-93	50,292	40,980	5,044	4,268	13,951	9,993	1,562	2,396
1993-94	54,189	44,454	5,474	4,261	14,073	10,940	1,218	1,915
1994-95	57,339	46,912	5,675	4,752	14,462	10,929	1,501	2,032

Definition of Measure: Number of transfer students enrolling during the academic year by institution of origin type, as reported by the California State University and the University of California to the Commission.

Use(s) of Measure: This measure describes changes in the number and origin of new students entering beyond the first-time freshman level.

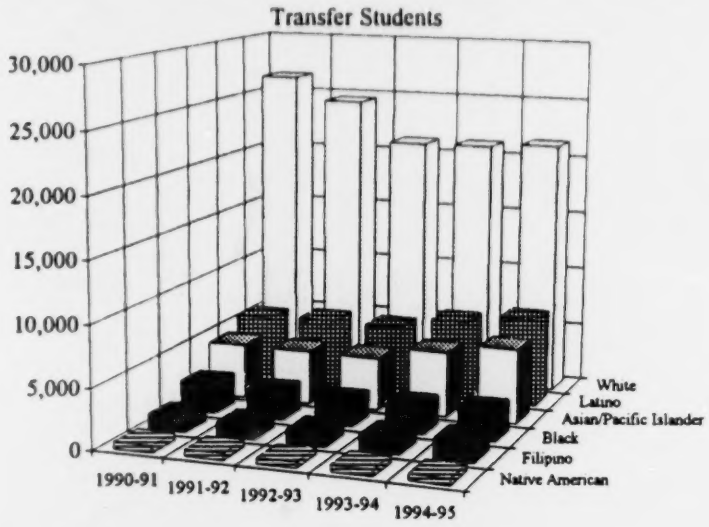
Related Measures: Measure IV. E. describes the racial/ethnic composition of community college transfers and IV.F. describes the pattern of applicants, admits and enrollments of these transfers.

Comparison Group: Differences in representation of transfer students from different source institutions over the last six years relates to major Master Plan and legislated transfer policies.

Analysis: The State University increased new transfer enrollments for the second year in a row and community college transfer students continue to comprise 82 percent of these new enrollments. At the University of California, the total number of new transfer enrollments increased slightly. The numbers of new community college transfers was relatively stable while there was a slight increase in transfer students from other California institutions and from institutions outside of California. Community college transfers comprise 75 percent of all transfer enrollments at the University .

E.1.

Full-Year Community College Transfers by Racial/Ethnic Group to the California State University, 1990-91 to 1994-95



Full Year	Total Transfer Students	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White	Total, Declared Ethnicity
1990-91	46,678	4,552	2,657	1,297	5,694	566	--	26,446	41,212
1991-92	44,900	4,470	2,480	1,245	5,934	541	--	24,480	39,150
1992-93	40,980	4,416	2,241	1,204	5,780	500	--	21,061	35,202
1993-94	44,454	5,430	2,444	1,432	6,784	554	--	21,087	37,731
1994-95	46,912	6,212	2,654	1,739	7,437	539	--	21,402	39,983

Definition of Measure: Number of new community college transfer students for the academic year, by racial/ethnic group, 1990-91 to 1994-95, as reported by the State University to the Commission.

Use(s) of Measure: This measure describes the racial/ethnic composition of the pool of new community college transfers to the State University over the full academic year.

Related Measures: Measure IV.E.2. describes the University's community college transfer pool while Measure IV.F.1. describes the applicant, admit, and enrollment pattern for these transfers.

Comparison Group: Full-year transfer data over the last five years by racial/ethnic group provides an indicator of the relative impact of transfer on baccalaureate opportunities for different groups of students.

Analysis: The numbers of new community college transfer students increased for all racial/ethnic groups except Native Americans. Asian and Latino transfer students account for the majority of the increase. However, the pool of new transfer students is less diverse than is the pool of first-time freshmen at the State University or at the community colleges.

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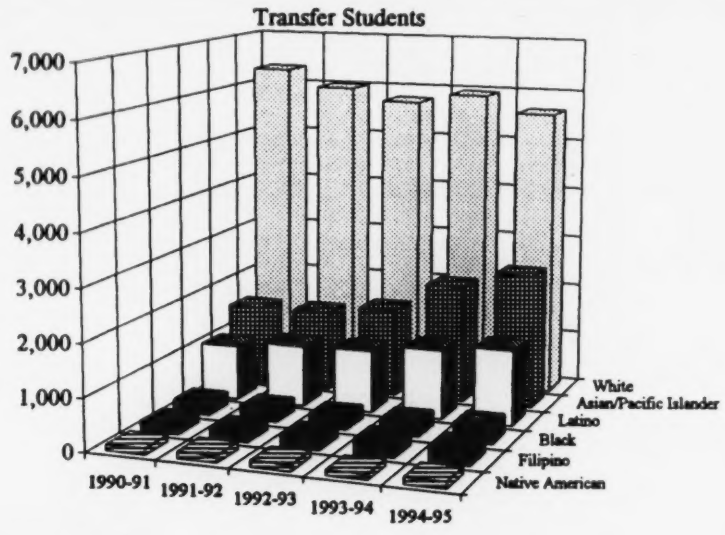
E.2.

Full-Year Community College Transfers by Racial/Ethnic Group to the University of California, 1990-91 to 1994-95



Full Year	Total Transfer Students	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White	Total, Declared Ethnicity
1990-91	10,032	1,553	272	203	1,054	126	--	6,318	9,526
1991-92	9,972	1,563	288	198	1,175	139	--	5,984	9,347
1992-93	9,993	1,721	274	229	1,205	121	--	5,751	9,301
1993-94	10,940	2,287	306	291	1,335	107	--	5,927	10,253
1994-95	10,929	2,610	364	306	1,452	129	--	5,614	10,475

Definition of Measure: Number of new community college transfer students for the academic year, by racial/ethnic group, 1989-90 to 1992-93, as reported by the University to the Commission.

Use(s) of Measure: This measure describes the racial/ethnic composition of the pool of new community college transfers to the University over the full academic year.

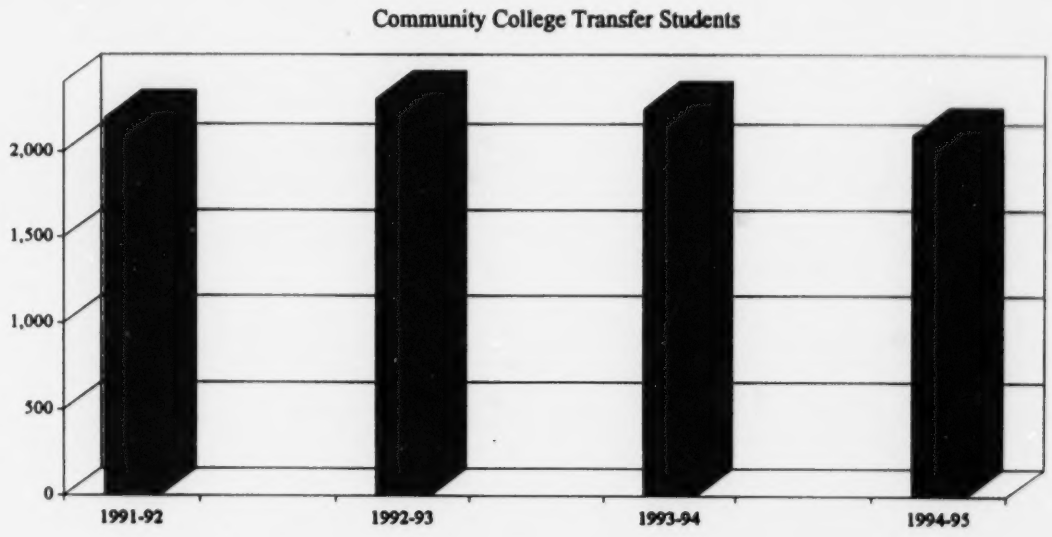
Related Measure: Measure IV.E.1. describes the State University's community college transfer pool while Measure IV.F.2. describes the applicant, admit, and enrollment pattern for these transfers.

Comparison Group: Full-year transfer data over this period provides an indicator of the relative impact of transfer on baccalaureate opportunities for students from different groups.

Analysis: While the number of new community college transfer students enrolling at the University of California decreased very slightly in 1994-95, the numbers of transfers from all racial/ethnic groups except White students increased. This decrease in White transfer students parallels the decline in White first-time freshmen at the community colleges.

E.3.

Community College Transfers Enrolling at 20 California Independent Colleges and Universities, Fall 1991 to Fall 1994



	1991-92	1992-93	1993-94	1994-95
Community College Transfer Students	2,193	2,307	2,247	2,094

Definition of Measure: Number of new community college transfer students for the academic year, 1991-192 to 1994-95 as reported by independent colleges and universities.

Use(s) of Measure: This measure describes the pool of new community college transfers to independent colleges and universities over the full academic year.

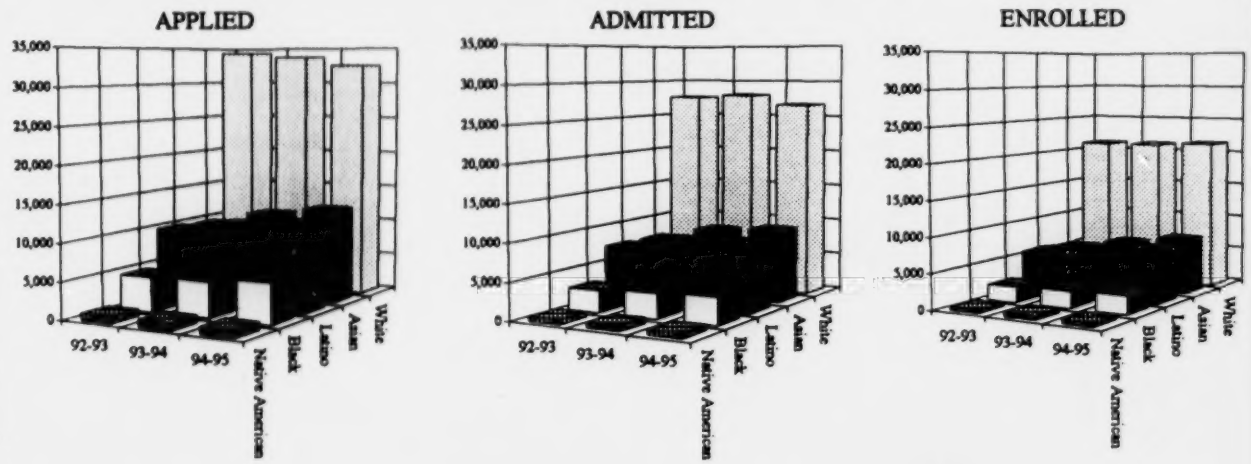
Related Measures: Measure IV.E.1 and E.2. describe the public universities' community college transfer pools while Measure IV.F.3 describes the applicant, admit, and enrollment pattern for these transfers.

Comparison Group: These transfer data over the last four years provide some indication of shifts in the transfer objectives among some community college students seeking baccalaureate opportunities.

Analysis: For this set of responding independent institutions, the number of community college transfer students has remained slightly over 2,000 students each year. In any given year, approximately 6,000 community college transfer students enroll in one of the 72 independent colleges and universities that are members of the AICCU. Clearly, these institutions provide another avenue for attaining a baccalaureate degree for an important portion of the community college student cohort.

F.1.

Disposition of Applications for Admission by Racial/Ethnic Group for Transfer Students at the California State University, 1992-93, 1993-94, and 1994-95



		Asian		Black		Latino		Native American		White	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1992-93	**Applied**	9,734		4,682		9,879		899		34,333	
	Admitted	7,134	73.3	2,891	61.7	7,171	72.6	647	72.0	26,892	78.3
	Enrolled	5,620	78.8	2,241	77.5	5,780	80.6	500	77.3	21,061	78.3
1993-94	**Applied**	11,702		4,857		11,069		980		33,751	
	Admitted	8,819	75.4	3,200	65.9	8,509	76.9	727	74.2	27,130	80.4
	Enrolled	6,862	77.8	2,444	76.4	6,784	79.7	554	76.2	21,087	77.7
1994-95	**Applied**	12,791		5,468		11,774		980		32,568	
	Admitted	9,908	77.5	3,619	66.2	9,107	77.3	747	76.2	26,759	82.2
	Enrolled	7,951	80.2	2,654	73.3	7,437	81.7	539	72.2	21,402	80.0

Definition of Measure: The number of applicants, those admitted, and those enrolling as new community college transfer students at the California State University, 1992-93 to 1994-95 as reported by the CSU Division of Analytic Studies.

Use(s) of Measure: This measure describes the disposition of applications for transfer enrollment at the State University and provides some sense of changes in enrollment demand.

Related Measures: Measure IV.D. provides the statewide context. Measure IV.F.2 shows University data.

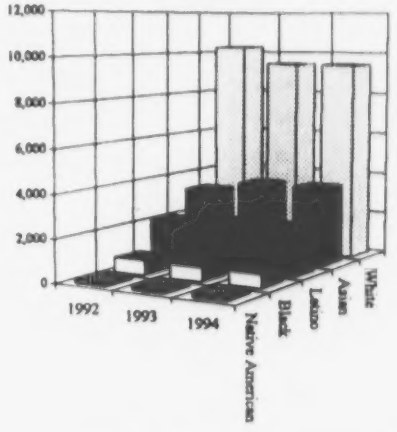
Comparison Group: Application numbers broadly define student interest and the source population, while the number admitted may indicate changes in qualifications of applicants, and enrollment numbers define admitted applicants' final choice.

Analysis: Numbers of transfer student applicants from all groups except White students continue to grow. The proportion of applicants admitted increased sharply between 1992-93 and 1993-94 and increased again between 1993-94 and 1994-95. The proportion of admitted transfers who actually enrolled increased for all groups except Native American students. As a result, the numbers of new transfer students from all groups except Native Americans increased.

F.2.

Disposition of Applications for Admission by Racial/Ethnic Group for Transfer Students at the University of California, 1992, 1993, and 1994

APPLIED



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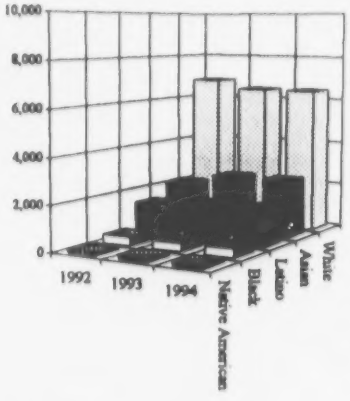

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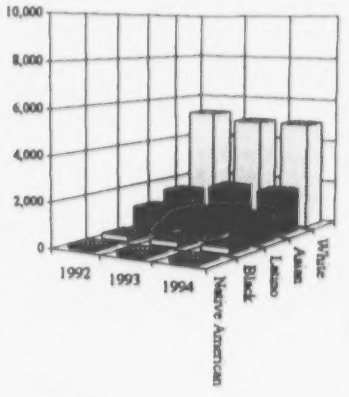


		Asian		Black		Latino		Native American		White	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1992	**Applied**	3,311		688		2,075		235		10,251	
	Admitted	2,181	65.9	387	56.3	1,472	70.9	161	68.5	6,847	66.8
	Enrolled	1,635	75.0	266	68.7	1,126	76.5	113	70.2	5,241	76.5
1993	**Applied**	3,779		656		2,226		202		10,010	
	Admitted	2,618	69.3	390	59.5	1,639	73.6	151	74.8	6,853	68.5
	Enrolled	1,999	76.4	282	72.3	1,186	72.4	114	75.5	5,211	76.0
1994	**Applied**	4,199		697		2,403		223		9,705	
	Admitted	3,120	74.3	464	66.6	1,818	75.7	169	75.8	6,767	69.7
	Enrolled	2,325	74.5	342	73.7	1,314	72.3	124	73.4	5,017	74.1

Definition of Measure: The number of applicants, those admitted, and those enrolling as new community college transfer students at the University of California, 1992 to 1994 as reported by the University.

Use(s) of Measure: This measure describes the disposition of applications for enrollment as transfers at the University and provides some sense of changes in enrollment demand.

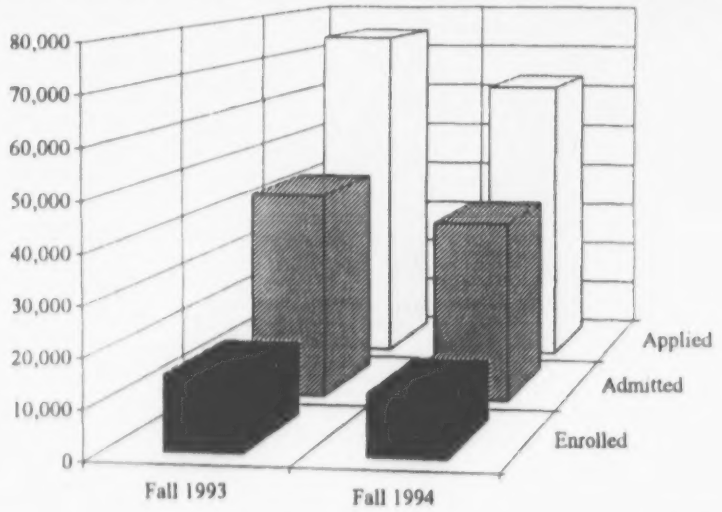
Related Measures: Measure IV.D. provides the statewide context. Measure IV.F.1 presents the State University data.

Comparison Group: Application numbers broadly define student interest and the source population, while the number admitted may indicate changes in qualifications of applicants, and enrollment numbers define admitted applicants' final choice.

Analysis: The numbers of new community college transfer applicants grew for all groups except Native American and White students. The proportions of applicants admitted increased for all groups. While the proportion of Latino and White applicants who were admitted and actually enrolled decreased, the proportion of admitted applicants from all other groups who enrolled increased. As a result, the numbers of new community college transfer students grew slightly at the University.

F.3.

Disposition of Applications for Admission by Transfer Students at California Independent Colleges and Universities, Fall 1993 and Fall 1994



	Fall 1993		Fall 1994	
	Number	Percent	Number	Percent
Applied	26,822		24,688	
Admitted	14,881	55.5	15,132	61.3
Enrolled	8,903	59.8	9,136	60.4
Number of institutions	46		47	

Definition of Measure: The number of applicants, those admitted and those enrolling as transfer students at the independent colleges and universities, Fall 1993 (46 institutions) and Fall 1994 (47 institutions).

Use(s) of Measure: This measure describes the disposition of applications for transfer enrollment at independent colleges and universities and provides some sense of changes in enrollment demand.

Related Measures: Measures IV.F.1. and 2. provide these data for the State's public universities.

Comparison Group: Application numbers broadly define student interest and the source population, while the number admitted may indicate changes in qualifications of applicants, and enrollment numbers define admitted apllicants' final choice.

Analysis: While the number of transfer applicants declined somewhat at independent institutions between Fall 1993 and Fall 1994, the proportion admitted increased. In addition, the proportion of those admitted who actually enrolled also increased yielding a larger transfer cohort in 1994 than in 1993.

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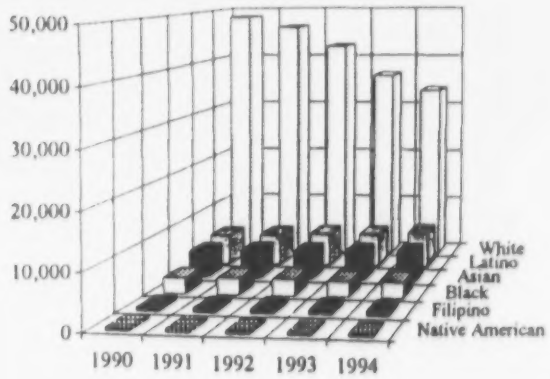
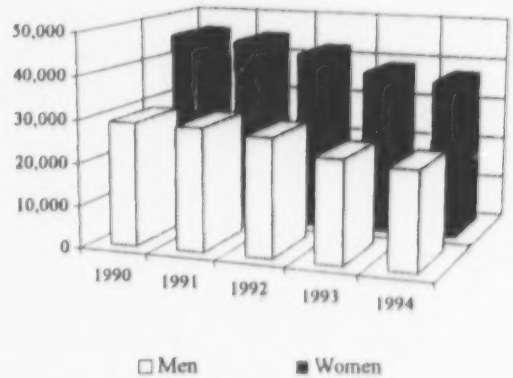
G.1.

Graduate Enrollment by Racial/Ethnic Group at the California State University Fall 1990 to Fall 1994





Fall Term	Total Graduate Students	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White	Total, Declared Ethnicity	Men	Women
1990	74,970	5,273	2,983	748	5,714	596	1,798	48,429	65,541	29,109	45,861
		8.0%	4.6%	1.1%	8.7%	0.9%	2.7%	73.9%	87.4%	38.8%	61.2%
1994	63,147	5,692	2,843	888	6,801	457	1,263	33,561	51,505	23,102	37,306
		11.1%	5.5%	1.7%	13.2%	0.9%	2.5%	65.2%	81.6%	38.2%	61.8%

Note: Graduate enrollments include Masters, postbaccalaureate and joint doctoral enrollments.

Definition of Measure: Numbers of postbaccalaureate and graduate students by racial/ethnic group and gender as reported by the State University to the Commission.

Use(s) of Measure: This measure describes changes in the numbers and diversity of post-baccalaureate and graduate students. Post-baccalaureate students are included because of the State University's major responsibility for teacher education.

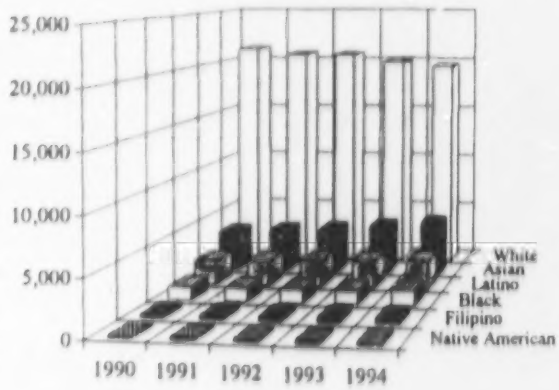
Related Measures: Measure IV.H.1. describes the disposition of postbaccalaureate and graduate applicants by racial/ethnic group. V.C.1. describes the racial/ethnic and gender composition of bachelor degree recipients and V.D.1. graduate degree recipients at the State University.

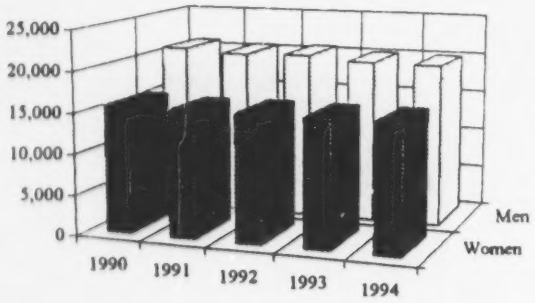
Comparison Group: The size and composition of these enrollments in 1990 provides the baseline data for assessing current progress related to educational equity.

Analysis: During the last five years, total graduate enrollments dropped 16 percent. Decreases in White student enrollments at this level fully account for the decrease. Asian, Filipino and Latino participation continued to grow while Black participation increased during this period and then dropped slightly below its 1990 level. Native American graduate students have steadily declined over the last five years. While the number of women enrolling as graduate students declined, they continue to expand their representation comprising 62 percent of all graduate enrollments.

G.2.

Graduate Enrollment by Racial/Ethnic Group at the University of California, Fall 1990 to Fall 1994





Fall Term	Total Graduate Students	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White	Total, Declared Ethnicity	Men	Women
1990	37,726	3,743	1,230	317	2,211	210	326	21,173	29,210	20,835	15,840
		12.8%	4.2%	1.1%	7.6%	0.7%	1.1%	72.5%	77.4%	56.8%	43.2%
1994	36,136	4,970	1,346	501	2,634	250	518	19,504	29,723	19,873	15,690
		16.7%	4.5%	1.7%	8.9%	0.8%	1.7%	65.6%	82.3%	55.9%	44.1%

Note: Excludes postbaccalaureate students and interns and residents. Subgroup data excludes nonresident aliens and nonrespondents.

Definition of Measure: Number of graduate students by racial/ethnic group and gender, excluding postbaccalaureate and medical interns and residents, as reported by the University to the Commission.

Use(s) of Measure: This measure describes changes in the numbers and diversity of graduate students at the University.

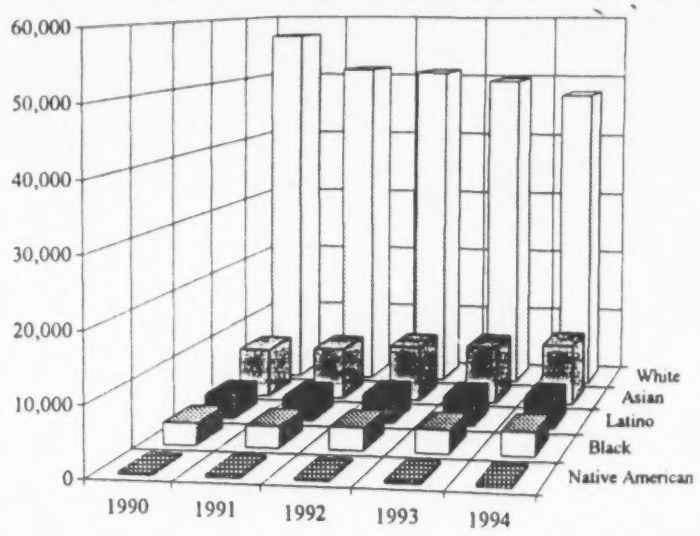
Related Measures: Measure IV.H.2. describes the disposition of graduate applications by racial/ethnic group. Measure V.D.2. and V.E. describe the racial/ethnic and gender composition of degree recipients.

Comparison Group: The size and composition of graduate enrollments in 1990 provides the baseline data for assessing current progress related to educational equity.

Analysis: While overall graduate enrollment decreased 4 percent in the last five years, the numbers and the representation of students from all racial/ethnic groups except White students increased. The largest increase occurred among Asian and Latino graduate students. While the numbers of both men and women decreased, the representation of women increased slightly.

G.3.

Graduate and Professional Enrollment by Racial/Ethnic Group at California Independent Colleges and Universities, Fall 1990 to Fall 1994



Fall Term	Total Graduate Students	Asian/ Pacific Islander	Black	Latino	Native American	White	Total, Declared Ethnicity
1990	80,102	7,477 10.4%	3,246 4.5%	3,813 5.3%	356 0.5%	56,977 79.3%	71,869
1994	78,826	9,369 14.3%	3,501 5.3%	4,745 7.2%	565 0.9%	47,521 72.3%	65,701

Definition of Measure: Numbers of postbaccalaureate and graduate students by racial/ethnic group and gender as reported by independent colleges and universities.

Use(s) of Measure: This measure describes changes in the numbers and diversity of postbaccalaureate and graduate students.

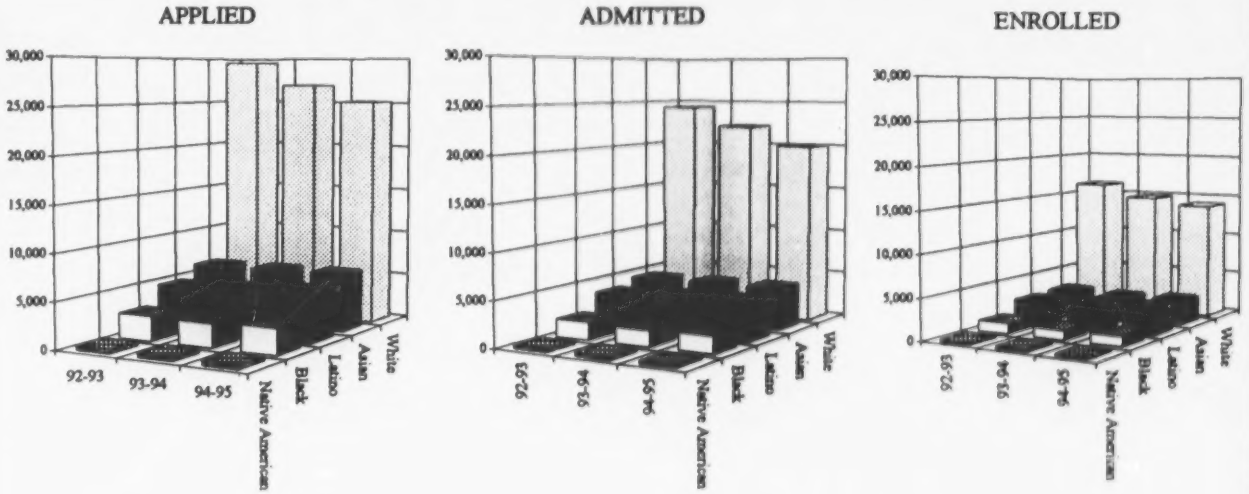
Related Measures: Measures IV.G.1. and 2. provide this information for the public universities.

Comparison Group: The size and composition of these enrollments over time provide the bases for assessing current progress related to educational equity.

Analysis: Between Fall 1990 and Fall 1994, graduate enrollment at independent colleges and universities declined 8.6 percent. The decrease in White graduate students entirely accounted for this decrease. Growth in the numbers of Asian, Latino and Native American graduate students were substantial.

H.1.

Disposition of New Postbaccalaureate and Graduate Applications for Admission at the California State University, by Racial/Ethnic Group, 1992-93 to 1994-95



		Asian		Black		Latino		Native American		White	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1992-93	**Applied**	6,332		2,727		4,824		441		29,531	
	Admitted	4,546	71.8	1,924	70.6	3,764	78.0	359	81.4	23,845	80.7
	Enrolled	2,992	65.8	1,247	64.8	2,702	71.8	242	67.4	16,234	68.1
1993-94	**Applied**	6,405		2,594		5,155		435		26,930	
	Admitted	4,571	71.4	1,744	67.2	4,057	78.7	320	73.6	21,647	80.4
	Enrolled	2,843	62.2	1,163	66.7	2,922	72.0	232	72.5	14,724	68.0
1994-95	**Applied**	6,500		2,869		5,507		436		25,118	
	Admitted	4,734	72.8	1,952	68.0	4,279	77.7	328	75.2	20,039	79.8
	Enrolled	3,087	65.2	1,245	63.8	3,169	74.1	209	63.7	13,986	69.8

Definition of Measure: Number of students applying, being admitted, and enrolling in postbaccalaureate and graduate programs as reported by the State University Office of Analytic Studies.

Use(s) of Measure: This measure describes disposition of postbaccalaureate and graduate school applications at the State University over the last three years.

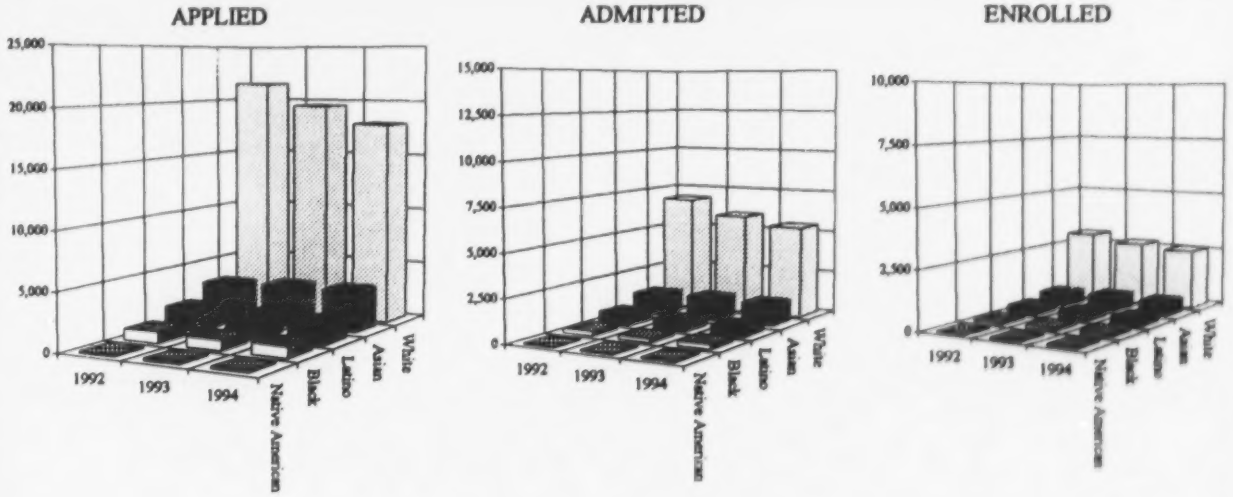
Related Measures: Measure IV.G.1. describes the composition of total postbaccalaureate and graduate enrollments. Measure IV.H.2. shows these data for the University of California.

Comparison Group: The three-year trend data provide indicators of stability and variability in demand and opportunities at the graduate level.

Analysis: The numbers of graduate applicants and those enrolled grew for all racial/ethnic groups except White students. While the proportions of graduate applicants who were admitted declined for all groups except Latinos between 1992-93 and 1993-94, the 1994-95 admission rates improved for all groups except Latinos. On the other hand, the proportion of Latino, Asian, and White students admitted who actually enrolled increased in 1994-95 while the proportion of Black and Native American students decreased.

H.2.

Disposition of Applications for Graduate Admission by Racial/Ethnic Group, at the University of California, 1992, 1993, and 1994



		Asian		Black		Latino		Native American		White	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1992	**Applied**	3,356		1,012		1,981		166		21,520	
	Admitted	1,308	39.0	268	26.5	664	33.5	58	34.9	6,846	31.8
	Enrolled	594	45.4	128	47.8	326	49.1	31	53.4	2,978	43.5
1993	**Applied**	3,606		911		1,845		197		19,554	
	Admitted	1,380	38.3	222	24.4	565	30.6	62	31.5	5,953	30.4
	Enrolled	680	49.3	108	48.6	288	51.0	31	50.0	2,684	45.1
1994	**Applied**	3,696		982		1,830		176		17,957	
	Admitted	1,320	35.7	265	27.0	562	30.7	60	34.1	5,451	30.4
	Enrolled	680	51.5	108	40.8	288	51.2	31	51.7	2,684	49.2

Note: These data include Letters & Sciences, Agriculture, and Engineering and exclude all profesional degree programs.

Definition of Measure: Numbers of students applying, being admitted, and enrolling as graduate students in Letters & Sciences, Agriculture, and Engineering as provided by the University.

Use(s) of Measure: This measure describes the disposition of primarily academic Ph.D. applications at the University. Applications for all professional degree programs are excluded.

Related Measures: Measure IV.G.2. describes the composition of all graduate enrollments. Measure IV.H.1. presents these data for the State University graduate enrollments. V.F. describes graduate degree attainment.

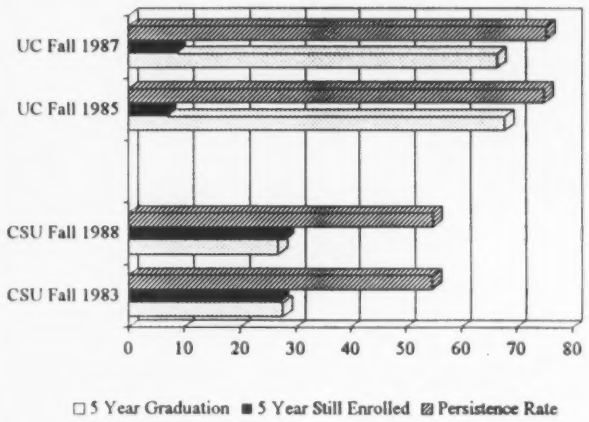
Comparison Group: The three-year trend data provide indicators of stability and variability in demand and opportunities at the graduate level in these disciplines.

Analysis: The number of applicants for graduate admission over the last three years has increased only among Asians. During this period, the admission rates declined for all student groups except Black applicants. The rates at which admitted applicants actually enrolled increased for Asian, Latino and White students while it decreased among Black and Native American students. Differential applications across academic disciplines undoubtedly affect these rates.

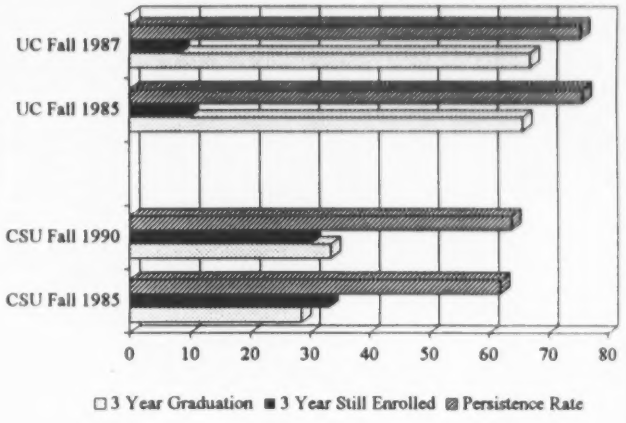
A.1.a.

Five-Year Persistence Rates of Freshmen and Three-Year Rates for Community College Transfer Students Regularly Admitted at California's Public Universities, Various Years

Native Freshmen



CCC Transfer Students



Native Freshmen	Fall 1983 CSU	Fall 1988 CSU	Fall 1985 UC	Fall 1987 UC
5 Year Graduation	27.6	26.8	68.0	66.6
5 Year Still Enrolled	27.1	28.1	7.0	8.7 *
Persistence Rate	54.7	54.9	75.0	75.3
Community College Transfers	**Fall 1985 CSU**	**Fall 1990 CSU**	**Fall 1985 UC**	**Fall 1987 UC**
3 Year Graduation	28.6	33.5	65.8	67.0
3 Year Still Enrolled	33.2	30.3	10.0	8.4 *
Persistence Rate	61.8	63.8	75.8	75.4

*Estimated

Definition of Measure: Percentage of regularly admitted freshmen who graduated or continued within five years and community college transfers within three years as reported by the CSU Division of Analytic Studies and the UC Office of Student Academic Services.

Use(s) of Measure: This measure provides an indicator of the proportion of students who are completing their baccalaureate studies within the time periods specified.

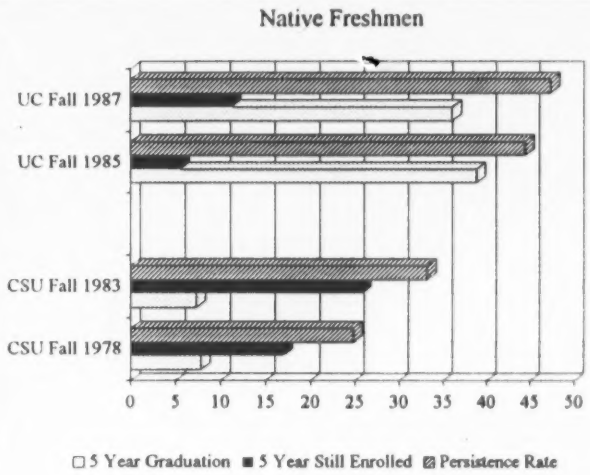
Related Measures: V.A.1.b. provides this data for specially admitted students. V.A.2.a. provides data on first year persistence rates for these students. Measures V.D. provides data about degree completion.

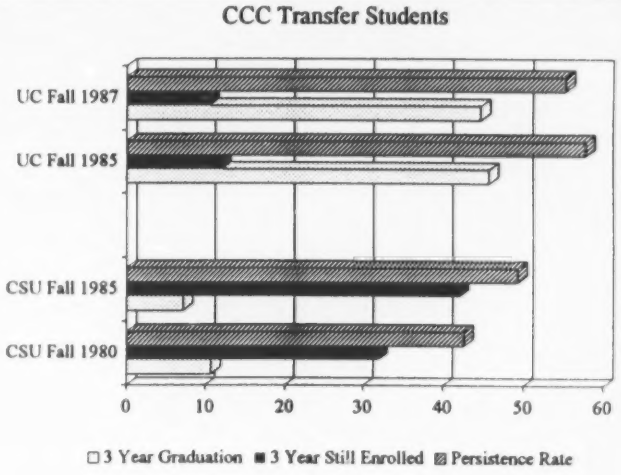
Comparison Group: Multi-year data show changes across time and student cohorts.

Analysis: While 5-year graduation rates of freshmen decreased somewhat at CSU and UC, overall persistence increased. The 3-year graduation rates of community college transfer students increased at the CSU and UC. At the State University, overall persistence rates increased slightly even though the proportion continuing to be enrolled decreased while at the University, overall persistence decreased slightly as a result of a drop in the proportion of transfer students still enrolled after three years.

A.1.b.

Five-Year Persistence Rates of Freshmen and Three-Year Rates for Community College Transfer Students Admitted by Exception at California's Public Universities, Various Years





Native Freshmen	Fall 1978 CSU	Fall 1983 CSU	Fall 1985 UC	Fall 1987 UC
5 Year Graduation	7.8	7.3	38.8	36.0
5 Year Still Enrolled	17.0	25.9	5.6 *	11.3 *
Persistence Rate	24.8	33.2	44.4	47.3

Community College Transfers	Fall 1980 CSU	Fall 1985 CSU	Fall 1985 UC	Fall 1987 UC
3 Year Graduation	10.7	7.2	45.7	44.7
3 Year Still Enrolled	31.9	42.1	12.1 *	10.6 *
Persistence Rate	42.6	49.3	57.8	55.3

*Estimated

Definition of Measure: Percentage of specially admitted freshmen who graduated or continued within five years and specially admitted community college transfers within three years as reported by the CSU Division of Analytic Studies and the UC Office of Student Academic Services.

Use(s) of Measure: This measure provides an indicator of the proportion of these students who complete their baccalaureate studies within the time periods specified.

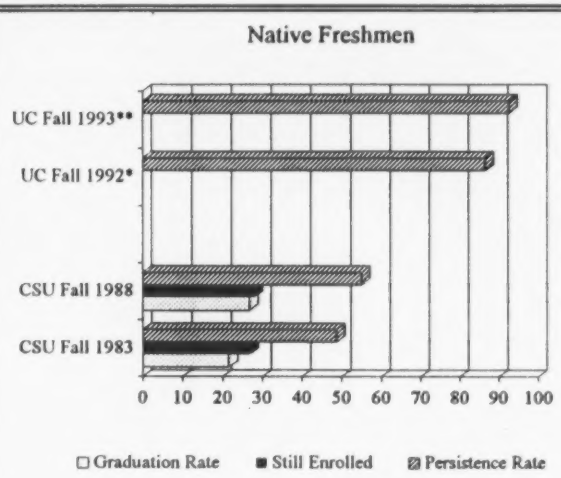
Related Measures: Measure V.A.1.a. provides data on regularly admitted students. Measure V.A.2.b. provides data on first year persistence rates for these students. Measures V.D. provides additional information about degree completion.

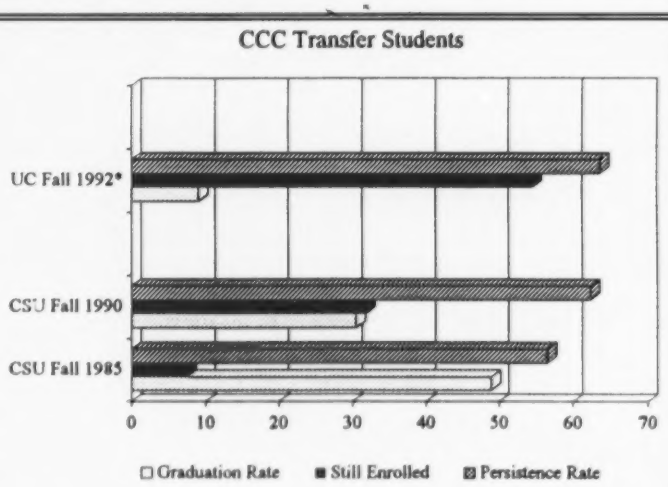
Comparison Group: Multi-year data show changes across time and student cohorts.

Analysis: The overall persistence rates of both freshmen and community college transfer students admitted by exception to the regular admission requirements by the State University improved substantially over the period studied. While the persistence rate for freshmen admitted by exception by the University improved somewhat, persistence among community college transfers decreased.

A.1.c.

Five-Year Persistence Rates of Freshmen with Disabilities and Three-Year Rates for Community College Transfer Students with Disabilities at California's Public Universities, Various Years





Native Freshmen	Fall 1983 CSU	Fall 1988 CSU
5-Year Graduation	21.6	26.8
5-Year Still Enrolled	27.0	28.1
Persistence Rate	48.6	54.9

Community College Transfers	Fall 1985 CSU	Fall 1990 CSU
3-Year Graduation	48.9	30.5
3-Year Still Enrolled	7.6	31.9
Persistence Rate	56.5	62.4

	Fall 1992 UC		Fall 1993 UC
Graduation rate	N.A.		N.A.
1-Year Persistence	100.0		92.5**
2-Year Persistence	86.4	*	N.A.

	Fall 1992 UC		Fall 1993 UC
2-Year Graduation	9.1	*	N.A.
2-Year Persistence	54.6	*	N.A.
Persistence Rate	63.7	*	N.A.

*UC 1992 persistence data for only 2 years

**UC 1993 persistence data for only one year

Definition of Measure: Percentage of freshmen with disabilities who graduated or continued within five years and community college transfer students with disabilities with three years as reported by the California State University.

Use(s) of Measure: This measure provides an indicator of the proportion of these students completing their baccalaureate studies within the time periods specified.

Related Measures: Measure V.A.1.a and 1.b. provide this information for regularly and specially admitted students.

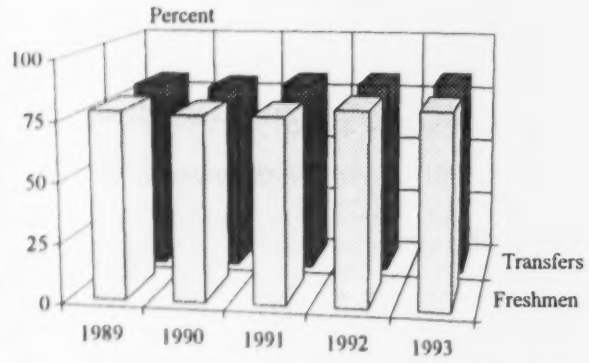
Comparison Group: Currently, these data for students with disabilities at the University of California are not available.

Analysis: Freshmen with disabilities are as likely as regularly admitted students to persist at the State University while persistence rates for transfer students with disabilities are somewhat lower than those of regularly admitted transfer students but their rates improved substantially between 1985 and 1990. The University of California is in the process of developing persistence data for students with disabilities enrolled at the University. Preliminary data is consistent with that of the State University. Freshmen with disabilities are as likely to persist as regularly admitted freshmen while transfer students with disabilities seem somewhat less likely to persist.

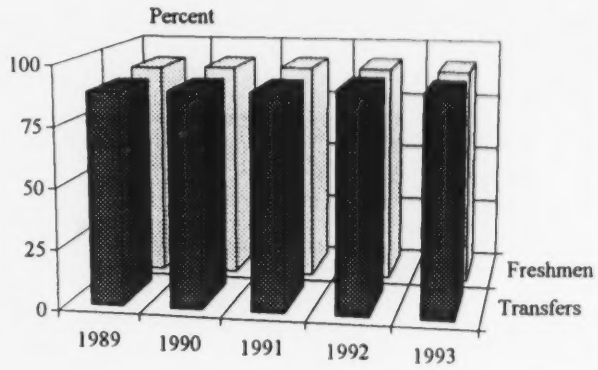
A.2.a.

One-Year Persistence Rates for First-time Freshmen and Community College Transfer Students Regularly Admitted, Entering Fall 1989 To Fall 1993

California State University



University of California



	California State University					University of California				
	1989	1990	1991	1992	1993	1989	1990	1991	1992	1993
First-time Freshmen	78.3	76.9	77.0	80.1	80.4	91.1	91.8	92.2	92.1	91.5
Community College Transfer	80.8	79.9	81.6	81.9	82.8	88.6	89.4	89.5	91.2	90.4

Definition of Measure: Percentage of regularly admitted first-time freshmen and community college transfer students who were enrolled one year after matriculation, as reported by the systemwide offices.

Use(s) of Measure: This measure describes changes in the first-year persistence of successive cohorts of entering regularly admitted students.

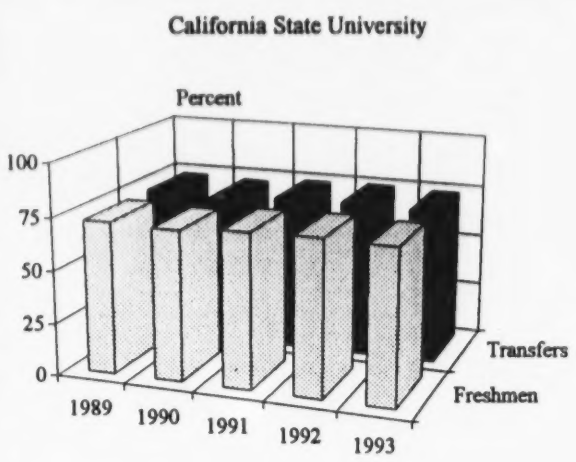
Related Measures: Measure V.A. present five-year graduation and persistence data for these students.

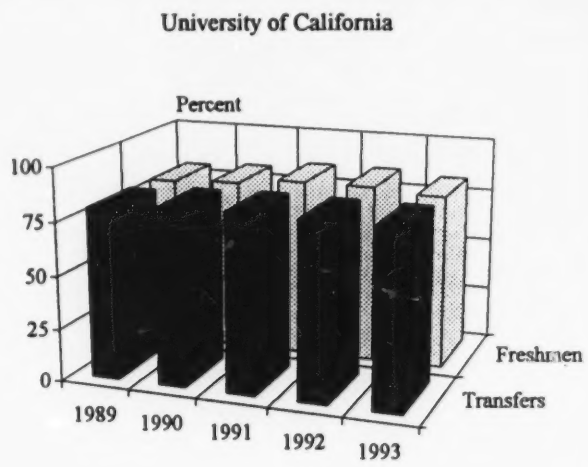
Comparison Group: This measure presents persistence data for the most recent five-year period reported by the systems.

Analysis: First-year persistence rates have increased for both freshmen and transfer students at the State University while first-year rates at the University decreased slightly for both groups in 1993. While community college transfer students' first-year persistence rates at the State University have historically exceeded those of freshmen, freshmen first-year rates at the University exceeded those of transfer students. First-year persistence rates at the University continue to be somewhat greater than those at the State University but the gap is decreasing.

A.2.b.

One-Year Persistence Rates for First-time Freshmen and Community College Transfer Students Admitted by Exception, Entering Fall 1989 Through Fall 1993





	California State University					University of California				
	1989	**1990**	**1991**	**1992**	**1992**	**1989**	**1990**	**1991**	**1992**	**1993**
First-time Freshmen	70.5	68.1	67.9	72.1	71.8	80.2	81.6	84.3	84.3	82.1
Community College Transfer	72.5	71.5	73.5	74.0	73.2	80.5	82.7	83.7	83.3	83.1

Definition of Measure: Percentage of specially admitted first-time freshmen and community college transfer students who were enrolled one year after matriculation, as reported by the systemwide offices.

Use(s) of Measure: This measure describes changes in the first-year persistence of successive cohorts of entering specially admitted or admitted by exception students.

Related Measures: Measures V.A. present five-year graduation and persistence data for these students.

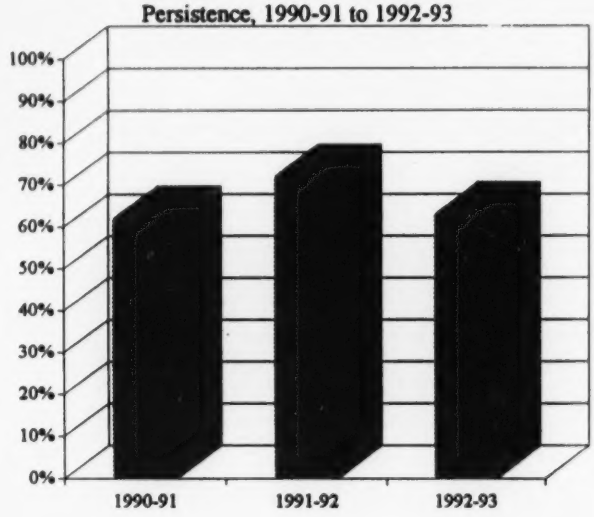
Comparison Group: This measure presents persistence data for the most recent five-year period reported by the systems.

Analysis: While specially admitted freshmen and community college transfer students are somewhat less likely than regularly admitted students to persist in their education beyond the first year, both sets of students have improved their rates of persistence at both the California State University and the University of California over the last five years. The pattern of persistence rates between the systems and between freshmen and transfer students is very similar to that for regularly admitted students, although the rates are about 10 percentage points lower.

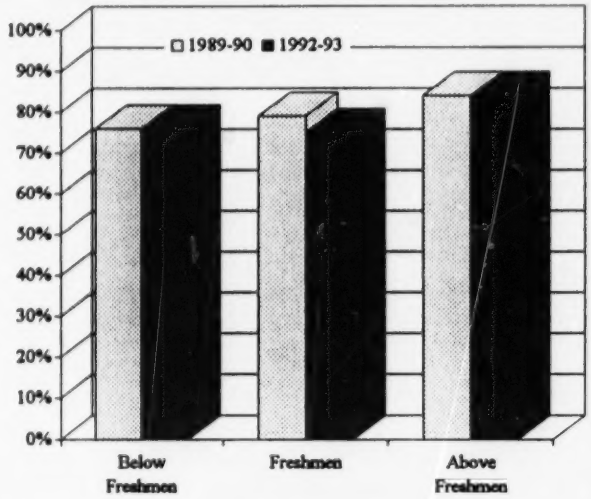
A.2.c

Term-to-Term Persistence Rates of All Community College Students Enrolled for Credit and Community College Students with Disabilities, 1989-90 to 1992-93

All Credit Enrollment Term-to-term Persistence, 1990-91 to 1992-93



Community College Students with Disabilities Term-to-term Persistence, 1989-90 and 1992-93



	Term-to-term Persistence*		
	1990-91	1991-92	1992-93
All Credit Enrollment	62%	72%	63%
Number of Colleges	93	103	98

	Term-to-term Persistence*	
	1989-90	1992-93
Freshmen	79 %	75 %
Above Freshmen	84 %	84 %
Below Freshmen	76 %	76 %

*As reported under requirements of AB746

Definition of Measure: Community college data are term-to-term persistence rates computed for all students enrolled for credit and for students with disabilities.

Use(s) of Measure: This measure provides an indicator of continuity of enrollment of students at community colleges.

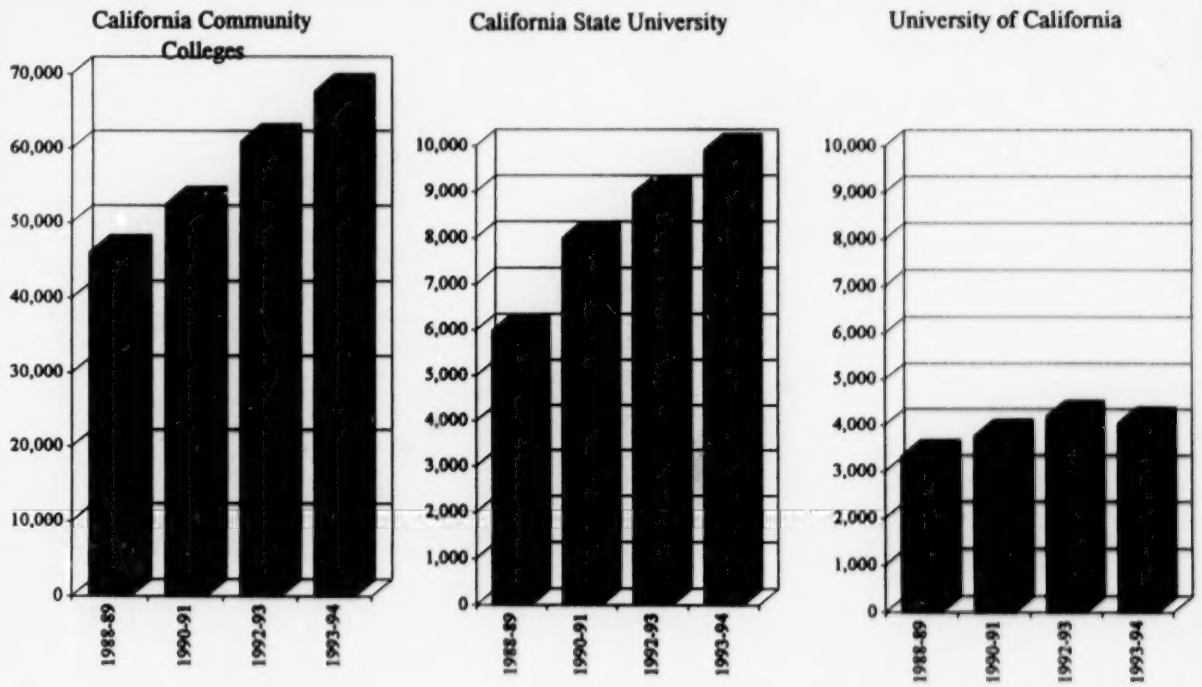
Related Measures: V.A.1. and A.2. show persistence to degree at the State's public universities. This is the only persistence measure currently available for the community colleges.

Comparison Group: Persistence data for all community college credit students are a necessary context for interpreting persistence data for students with disabilities.

Analysis: Term-to-term persistence of students with disabilities appears to exceed term-to-term persistence of all students enrolled for credit at the community colleges. Recalculation of overall term-to-term persistence in process. This analysis section will be revised when that work is completed.

B.

Number of Students Served by Programs for Students with Disabilities in California Public Postsecondary Education, 1988-89, 1990-91 to 1993-94



	California Community Colleges		California State University		University of California	
1988-89	46,093		5,999		3,329	
1990-91	52,486	13.9%	7,995	33.3%	3,773	13.3%
1992-93	60,911	16.1%	8,968	12.2%	4,193	11.1%
1993-94	67,665	11.1%	9,916	10.6%	4,049	-3.4%

Definition of Measure: Number and percent change of disabled students served by programs for students with disabilities as reported biennually by the systems to the Commission.

Use(s) of Measure: This measure describes changes in the numbers of students with disabilities who seek assistance and are served by programs for students with disabilities.

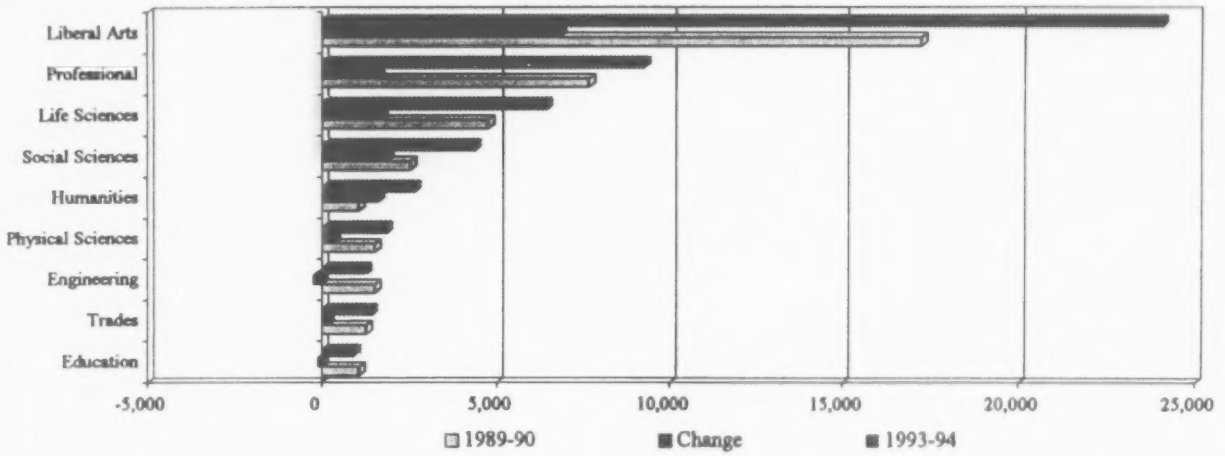
Related Measures: Additional data are needed to establish an appropriate reference measure for this indicator.

Comparison Group: The data are required to be reported only biennually and only in terms of total numbers served.

Analysis: The numbers of students with disabilities seeking out and receiving services from programs established to facilitate their participation at institutions of public postsecondary education continued to increase in 1993-94 except at the University. Current data does not fully identify the total population of students with disabilities by which unmet need could be estimated. Students with disabilities served are less than 4 percent of total enrollments while persons with disabilities are estimated to comprise approximately 10 percent of the adult population.

C.1.

Associate Degrees Awarded at the California Community Colleges by Discipline, 1989-90 to 1993-94, with Change Between 1989-90 and 1993-94



Associate Degrees by Major Discipline Areas	1989-90	1990-91	1991-92	1992-93	1993-94	Change from 1989 to 1993	
Education	1,066	716	1,575	897	943	-123	-11.5 %
Engineering	1,504	1,398	991	1,187	1,254	-250	-16.6 %
Humanities	1,051	974	1,869	2,664	2,658	1,607	152.9 %
Life Sciences	4,741	5,288	5,147	5,870	6,435	1,694	35.7 %
Physical Sciences	1,506	571	1,380	1,742	1,852	346	23.0 %
Professional	7,657	8,162	7,055	8,672	9,265	1,608	21.0 %
Social Sciences	2,519	2,537	2,849	4,086	4,377	1,858	73.8 %
Liberal Arts/Interdisplinary Studies	17,244	20,135	17,221	21,764	24,068	6,824	39.6 %
Trades	1,261	1,277	1,158	1,380	1,427	166	13.2 %
Total AA Degrees Awarded	38,549	42,529	40,902	50,221	52,279	13,730	35.6 %
Annual Change		10.3 %	-3.8 %	22.8 %	4.1 %		

Definition of Measure: Number of associate degrees awarded by major discipline by the California Community Colleges, 1989-90 to 1993-94, as reported to the Commission.

Use(s) of Measure: This measure describes changes in the numbers of associate degrees awarded over the last six years reflecting changes in students' majors.

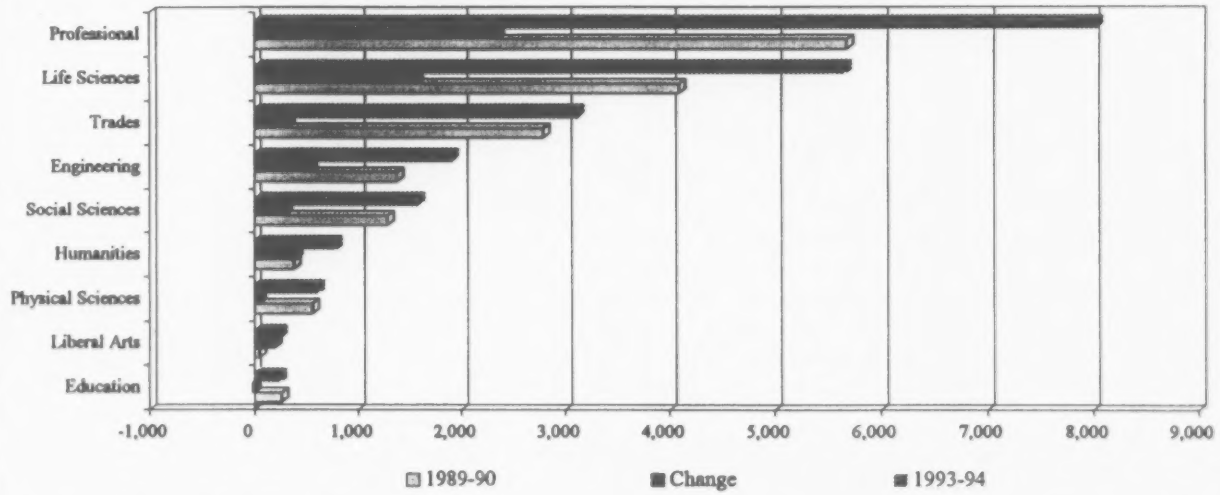
Related Measures: V.C.2. provides information on pre-baccalaureate certificates awarded by the community colleges and V.D., E. and F. provide information about degrees at other levels.

Comparison Group: The six-year span provides information on two relatively different student cohorts while the major discipline groups show trends within similar subject areas.

Analysis: During this period, associate degree awards increased 36 percent but fluctuated substantially from year to year. The only discipline areas in which degree production decreased were Education and Engineering. The largest increase in numbers of associate degrees awarded was in the areas of liberal arts & interdisciplinary studies. Degrees in social sciences, life sciences, humanities, and professional programs also increased substantially.

C.2

Pre-Baccalaureate Certificates Awarded at the California Community Colleges by Discipline, 1989-90 to 1993-94, with Change Between 1989-90 and 1993-94



Pre-Baccalaureate Certificates by Major Discipline Areas	1989-90	1990-91	1991-92	1992-93	1993-94	Change from 1989 to 1993	
Education	266	206	375	295	248	-18	-6.8 %
Engineering and Related Technologies	1,380	1,451	1,766	1,709	1,922	542	39.3 %
Humanities	384	362	496	715	788	404	105.2 %
Life Sciences	4,092	4,217	4,174	5,391	5,665	1,573	38.4 %
Physical Sciences	559	564	558	636	613	54	9.7 %
Professional	5,680	5,662	5,895	7,342	8,039	2,359	41.5 %
Social Sciences	1,287	1,183	1,307	2,069	1,588	301	23.4 %
Liberal Arts/Interdisplinary Studies	52	35	234	132	253	201	386.5 %
Trades	2,795	2,456	2,263	2,822	3,127	332	11.9 %
Total Pre-Baccalaureate Certificates	16,495	16,136	17,068	21,191	22,243	5,748	34.8 %
Annual Change		-2.2 %	5.8 %	24.2 %	5.0 %		

Definition of Measure: Number of pre-baccaulaureate certificates awarded by major discipline by the California Community Colleges, 1989-90 to 1993-94, as reported to the Commission.

Use(s) of Measure: This measure describes changes in the numbers of certificates awarded over the last six years reflecting changes in students' majors.

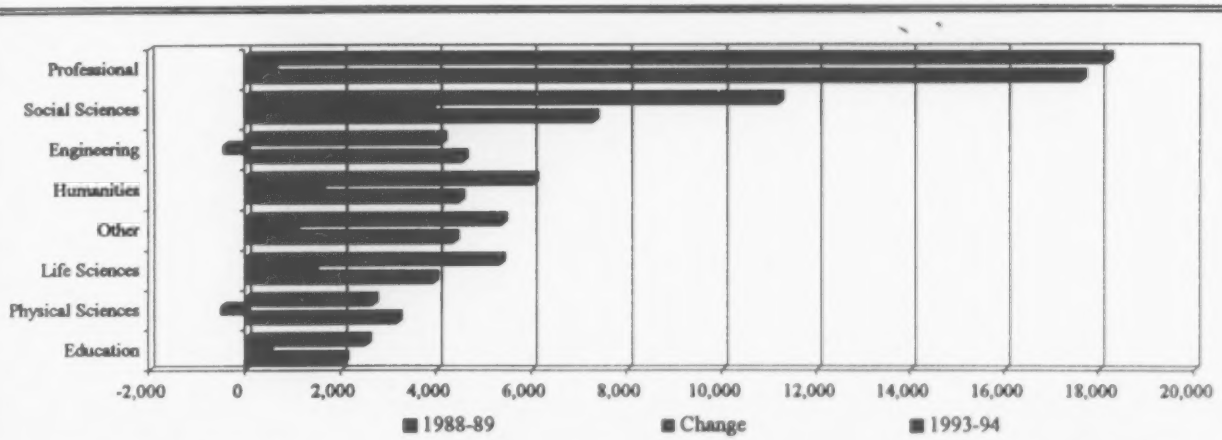
Related Measures: Measure V.C.1. provides information on associate degrees awarded by the California Community Colleges and V.C.1 and C.2. present the same data on baccalaureate degrees.

Comparison Group: The six-year span provides information on different student cohorts while the major discipline groups show trends within similar subject areas.

Analysis: During this period, the reported number of prebaccalaureate certificates awarded increased 35 percent. The largest increases in numbers of certificates awarded occurred in the areas of professional studies and life sciences. Certificates awarded in education decreased over this period.

D.1.

Baccalaureate Degrees Awarded at the California State University by Discipline, 1988-89 to 1993-94, with Change Between 1988-89 and 1993-94



Baccalaureate Degrees by Major Discipline Areas	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	Change from 1989 to 1994	
Education	2,042	2,036	2,163	2,420	2,644	2,513	471	23.1 %
Engineering	4,547	4,273	4,218	4,311	4,407	4,097	-450	-9.9 %
Humanities	4,471	4,696	5,240	5,931	6,174	6,027	1,556	34.8 %
Life Sciences	3,925	4,013	3,887	4,481	4,989	5,332	1,407	35.8 %
Physical Sciences	3,155	2,869	2,716	2,665	2,787	2,648	-507	-16.1 %
Professional	17,616	17,331	17,685	18,399	18,489	18,193	577	3.3 %
Social Sciences	7,299	8,067	8,912	9,987	10,661	11,181	3,882	53.2 %
Liberal Arts/Interdisciplinary Studies	4,349	4,766	5,247	5,471	5,514	5,367	1,018	23.4 %
Total BA Degrees Awarded	47,404	48,051	50,068	53,665	55,665	55,358	7,954	16.8 %
Annual Change		1.4 %	4.2 %	7.2 %	3.7 %	-0.6 %		

Definition of Measure: Number of baccalaureate degrees awarded by major discipline by the California State University, 1988-89 to 1993-94, as reported to the Commission.

Use(s) of Measure: This measure describes changes in the numbers of baccalaureate degrees earned over the last six years reflecting changes in students' majors.

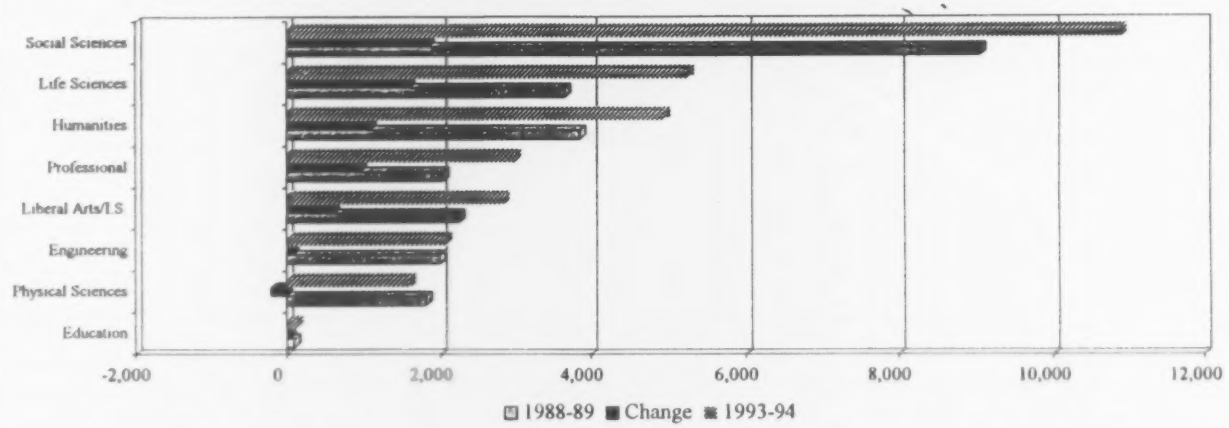
Related Measures: Measure V.D.2. provides this same information for baccalaureates earned at the University of California and V.E.1 and E.2. present the same data on Masters degrees.

Comparison Group: The six-year span provides information on two relatively different student cohorts while the major discipline groups show trends within similar subject areas.

Analysis: During this period, baccalaureate production grew nearly 17 percent. The average annual rate of increase was 3.7 percent. Growth in baccalaureates in the social sciences, humanities, and life sciences accounted for 86 percent of the overall increase.
In the physical sciences and engineering, the number of baccalaureate degrees awarded actually decreased -- by 16 percent and 10 percent, respectively. These trends run counter to recent State and national efforts to increase training in mathematics and the physical sciences needed in a technologically expanding society.

D.2.

Baccalaureate Degrees Awarded at the University of California by Discipline , 1988-89 to 1993-94, with Change Between 1988-89 and 1993-94



Baccalaureate Degrees by Major Discipline Areas	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	Change from 1989 to 1994	
Education	97	71	99	112	133	134	37	38.1 %
Engineering	1,995	2,074	1,922	1,937	2,168	2,078	83	4.2 %
Humanities	3,861	4,145	4,388	4,862	5,217	4,955	1,094	28.3 %
Life Sciences	3,663	3,725	4,003	4,481	4,841	5,256	1,593	43.5 %
Physical Sciences	1,815	1,697	1,585	1,658	1,694	1,604	-211	-11.6 %
Professional	2,032	2,157	2,191	2,503	2,700	2,996	964	47.4 %
Social Sciences	9,051	9,843	10,285	11,171	11,255	10,903	1,852	20.5 %
Liberal Arts/Indiscp. Studies	2,245	2,543	2,693	2,907	3,122	2,850	605	26.9 %
Total BA Degrees Awarded	24,759	26,255	27,166	29,631	31,130	30,776	6,017	24.3 %
Annual Change		6.0 %	3.5 %	9.1 %	5.1 %	-1.1 %		

Definition of Measure: Number of baccalaureate degrees awarded by major discipline by the University of California, 1988-89 to 1993-94, as reported to the Commission.

Use(s) of Measure: This measure describes changes in the numbers of baccalaureate degrees awarded over the last six years reflecting changes in students' majors.

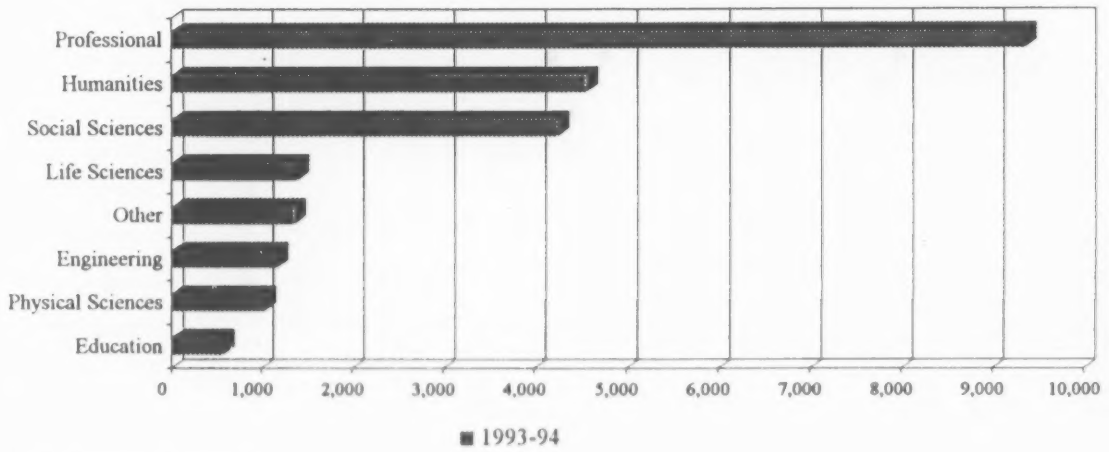
Related Measures: Measure V.D.1. provides this same information for baccalaureates earned at the California State University and V.E.1 and E.2. present the same data on Masters degrees.

Comparison Group: The six-year span provides information on different student cohorts while the major discipline groups show trends within similar subject areas.

Analysis: In 1993-94, baccalaureate degree production decreased by 1.1 percent in contrast to the 24 percent growth over the last six years. The average annual rate of increase was 5.8 percent. Growth in baccalaureates in the social sciences, life sciences and humanities accounted for 75 percent of the overall increase. Baccalaureate degrees from professional programs and life sciences grew at above average rates. These two disciplines were the only ones in which the number of degrees increased in 1993-94. Only in the physical sciences did the number of baccalaureate degrees awarded over the last six years actually decrease -- by about 12 percent.

D.3.

Baccalaureate Degrees Awarded at the California Independent Colleges and Universities, by Discipline, 1993-94



Baccalaureate Degrees by Major Discipline Areas	1993-94
Professional	9,355
Humanities	4,567
Social Sciences	4,261
Life Sciences	1,398
Other	1,359
Engineering	1,169
Physical Sciences	1,036
Education	571
Total Baccaluareate Degrees Awarded	**23,716**

Definition of Measure: Number of baccalaureate degrees awarded by major discipline by the independent colleges and universities in California, 1993-94, as reported to the Commission.

Use(s) of Measure: This measure describes the disciplines in which baccalaureate degrees were awarded in 1993-94 by independent institutions as an indicator of students career interest.

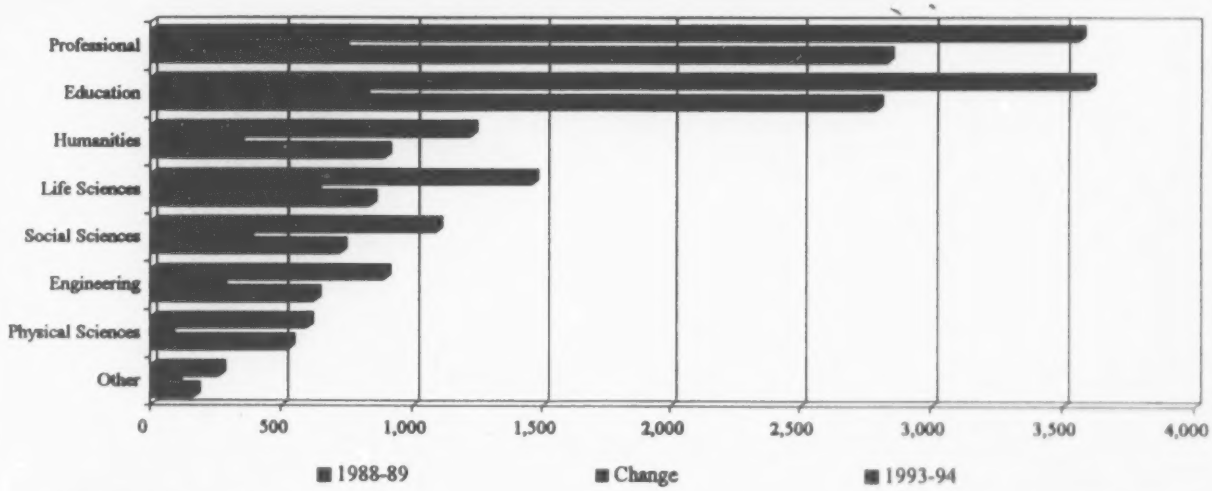
Related Measures: Measure V.D.1. and 2. provides this same information for baccalaureates earned at the public universities and V.E. 3 shows the same information for Masters degrees.

Comparison Group: The single-year data provide a baseline on students' majors that will be supplemented as consistent data become available.

Analysis: Professional degree programs generate the largest number of new baccalaureates at independent colleges and universities. A large number of degrees are also awarded in the humanities and the social sciences. The large proportion of baccalaureates in the humanities is at least partially explained by the number of independent institutions that focus almost exclusively on the fine arts.

E.1.

Master's Degrees Awarded at the California State University by Discipline, 1988-89 to 1993-94, with Change Between 1988-89 and 1993-94



Masters Degrees by Major Discipline Areas	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	Change from 1989 to 1994	
Education	2,792	2,847	3,179	3,229	3,493	3,601	809	29.0 %
Engineering and Related Technologies	622	610	653	765	902	890	268	43.1 %
Humanities	890	980	1,047	1,109	1,322	1,221	331	37.2 %
Life Sciences	836	898	898	1,034	1,152	1,460	624	74.6 %
Physical Sciences	525	574	588	610	597	595	70	13.3 %
Professional	2,832	2,901	3,015	3,298	3,630	3,562	730	25.8 %
Social Sciences	721	825	858	956	1,077	1,089	368	51.0 %
Other	163	215	226	228	274	260	97	59.5 %
Total Masters Degrees Awarded	9,381	9,850	10,464	11,229	12,447	12,678	3,297	35.1 %
Annual Change		5.0 %	6.2 %	7.3 %	10.8 %	1.9 %		

Definition of Measure: Number of Masters degrees awarded by major discipline by the California State University, 1988-89 to 1993-94, as reported to the Commission.

Use(s) of Measure: This measure describes changes in the numbers of Masters degrees awarded over the last six years reflecting changes in students' majors.

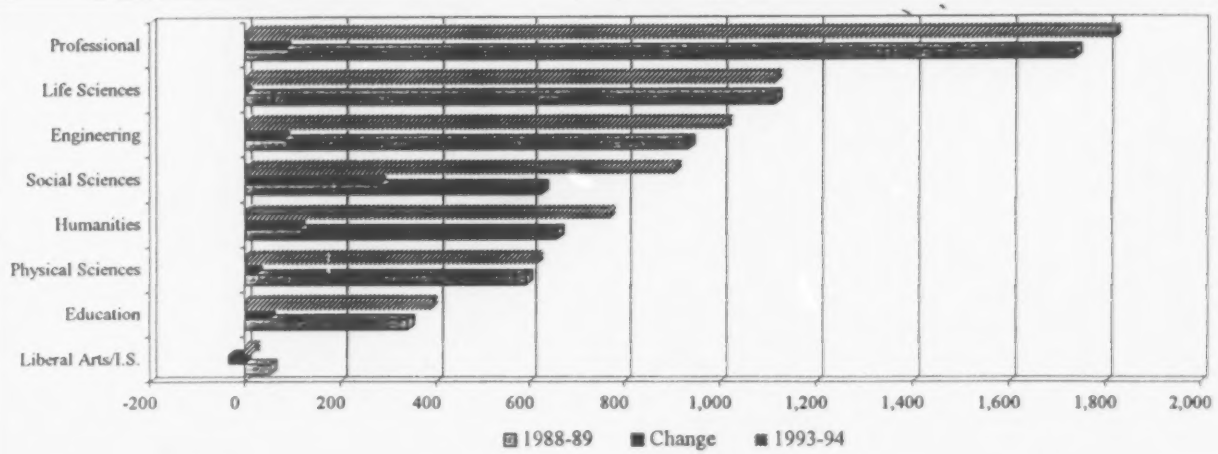
Related Measures: Measure V.E.2. provides this same information for Masters degrees awarded at the University of California and V.D.1 and D.2. present the same data on baccalaureate degrees.

Comparison Group: The six-year span provides information on different student cohorts while the major discipline groups show trends within similar subject areas.

Analysis: While Master's degree production increased by only 1.9 percent in 1993-94, degree production over the last six years rose 35 percent -- 3,297more degrees. The annual rate of change increased each year until this year -- from 5.0 percent in 1989-90 to 10.8 percent in 1992-93 to 1.9 percent in 1993-94. The largest increases in the numbers of Masters degrees awarded over the six years were in education, professional programs, and life sciences. However, in 1993-94, degrees awarded actually decreased slightly in engineering, humanities, and professional programs.

E.2.

Master's Degrees Awarded at the University of California by Discipline, 1988-89 to 1993-94, with Change Between 1988-89 and 1993-94



Masters Degrees by Major Discipline Areas	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	Change from 1989 to 1994	
Education	340	388	372	392	390	390	50	14.7 %
Engineering	933	888	894	885	965	1,012	79	8.5 %
Humanities	659	663	739	826	720	770	111	16.8 %
Life Sciences	1,113	1,181	1,145	1,131	1,118	1,114	1	0.1 %
Physical Sciences	593	594	603	535	586	616	23	3.9 %
Professional	1,735	1,723	1,713	1,852	1,739	1,818	83	4.8 %
Social Sciences	626	667	776	810	833	906	280	44.7 %
Liberal Arts/Indiscp. Studies	54	44	69	62	66	19	-35	-64.8 %
Total MA Degrees Awarded	6,053	6,148	6,311	6,493	6,417	6,645	592	9.8 %
Annual Change		1.6 %	2.7 %	2.9 %	-1.2 %	3.6 %		

Definition of Measure: Number of Masters degrees awarded by major discipline by the University of California, 1988-89 to 1993-94, as reported to the Commission.

Use(s) of Measure: This measure describes changes in the numbers of Masters degrees awarded over the last six years reflecting changes in students' majors.

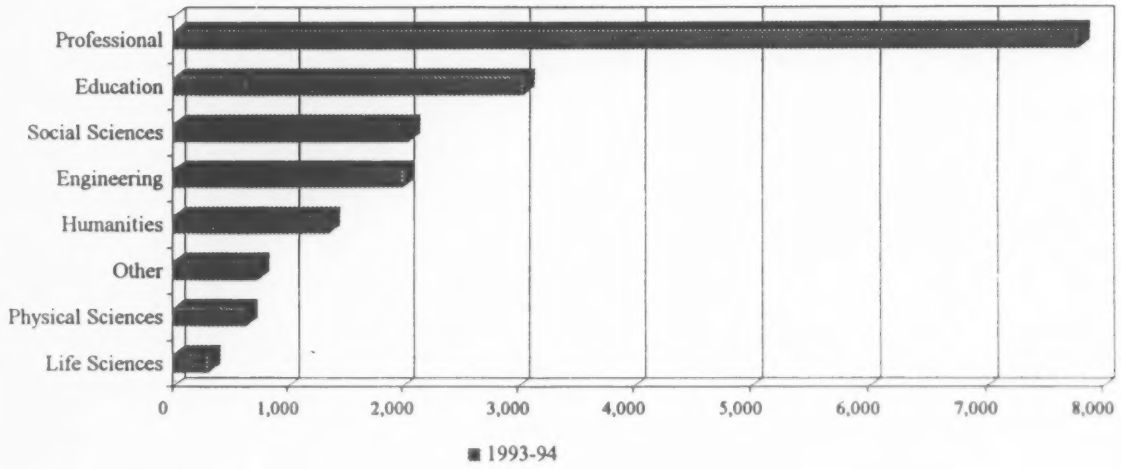
Related Measures: Measure V.E.1. provides this same information for Masters degrees awarded at the California State University and V.D.1 and D.2. present the same data on baccalaureate degrees.

Comparison Group: The six-year span provides information on different student cohorts while the major discipline groups show trends within similar subject areas.

Analysis: During this period, the number of Masters degrees awarded grew by 10 percent -- 592 more degrees. Between 1991-92 and 1992-93, the number of Masters degrees awarded actually decreased but then increased substantially in 1993-94. The largest increases in the numbers of Masters degrees were in the social sciences and humanities. In addition to the social sciences, only education and humanities grew at above average rates. Masters degrees in the physical sciences grew at the slowest rate, while degrees in liberal arts/interdisplinary studies actually decreased.

E.3.

Master's Degrees Awarded at the California Independent Colleges and Universities by Discipline, 1993-94



Masters Degrees by Major Discipline Areas	1993-94
Professional	7,788
Education	3,043
Social Sciences	2,056
Engineering	2,010
Humanities	1,363
Other	739
Physical Sciences	634
Life Sciences	311
Total Masters Degrees Awarded	**17,944**

Definition of Measure: Number of Masters degrees awarded by major discipline by independent colleges and universities, 1993-94, as reported to the Commission.

Use(s) of Measure: This measure describes the disciplines in which Masters degrees were awarded in 1993-94 by independent institutions as an indicator of students career interest.

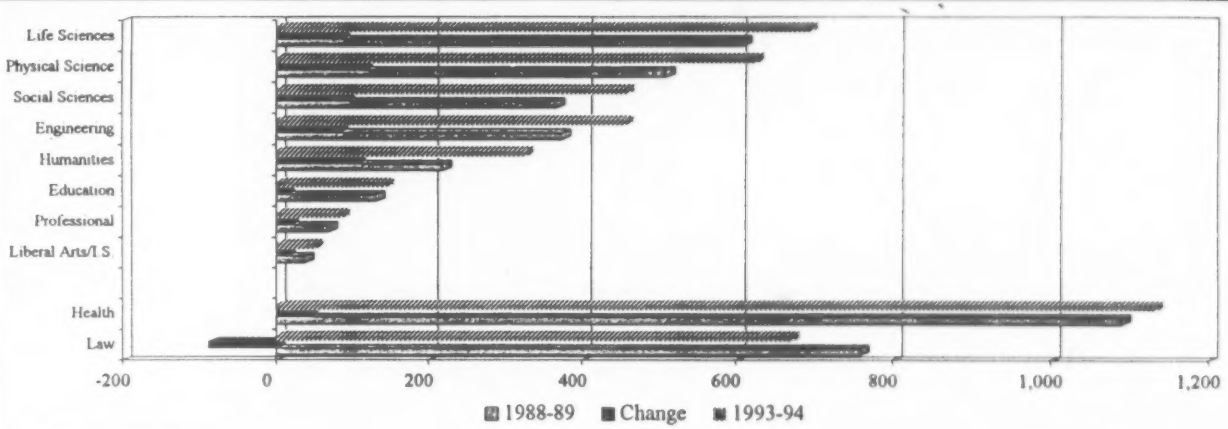
Related Measures: Measure V.E.1. and 2. provides this same information for Masters degrees awarded at the public universities and V.D.3 present the same data on baccalaureate degrees.

Comparison Group: The single-year data provide a baseline on students' majors that will be supplemented as consistent data become available.

Analysis: At the Masters degree level, professional degrees were also the most frequently awarded degree at independent institutions. Masters degrees in education rank second and independent institutions are a major provider of new teachers in California. Relatively few Masters degrees are awarded in life and physical sciences in this sector.

F.1.

Doctorate and First Professional Degrees Awarded at the University of California by Discipline, 1988-89 to 1993-94, with Change Between 1988-89 and 1993-94



Doctorate Degrees by Major Displine Areas	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	Change from 1989 to 1994	
Education	131	105	150	133	141	143	12	9.2 %
Engineering	373	381	345	393	445	455	82	22.0 %
Humanities	218	250	250	287	283	324	106	48.6 %
Life Sciences	607	549	602	621	642	691	84	13.8 %
Physical Sciences	508	512	627	595	587	623	115	22.6 %
Professional	68	68	65	70	90	85	17	25.0 %
Social Sciences	365	400	388	386	456	456	91	24.9 %
Liberal Arts/Indiscp. Studies	37	46	49	42	31	50	13	35.1 %
Total Doctorates Awarded	2,307	2,311	2,476	2,527	2,675	2,827	520	22.5 %
Annual Change		0.2 %	7.1 %	2.1 %	5.9 %	5.7 %		
First Professional Degrees								
Health Professions / Related Sciences	1,089	1,095	1,090	1,065	1,063	1,131	42	3.9 %
Law	758	770	733	728	785	669	-89	-11.7 %

Definition of Measure: Number of doctorates by major discipline and first professional degrees in health and law awarded by the University of California, 1987-88 to 1992-93, as reported to the Commission.

Use(s) of Measure: This measure describes changes in the numbers of doctorates and first professional degrees awarded over the last six years reflecting changes in student choice and opportunities.

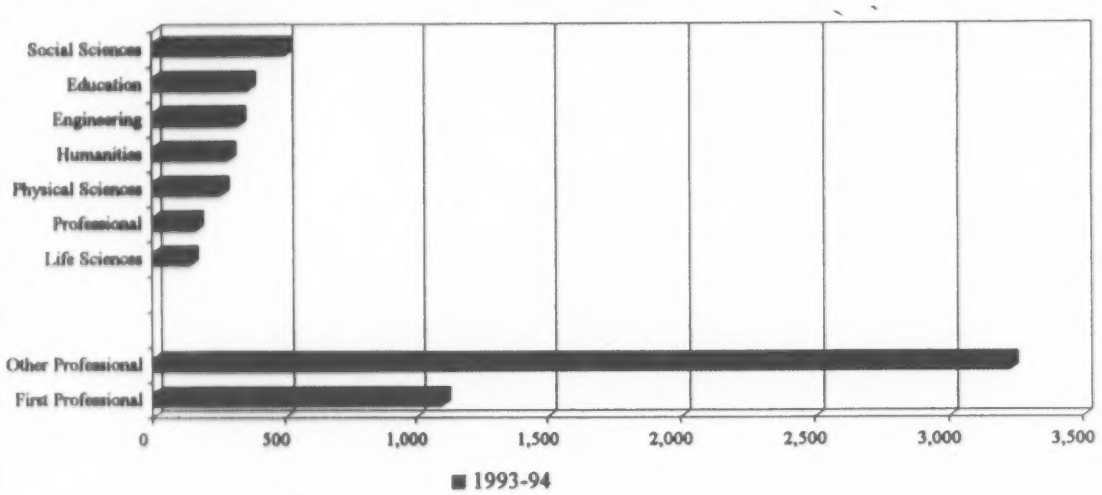
Related Measures: Measures V.D and V.E. reflect changes in degrees earned in these disciplines at the baccalaureate and Masters levels.

Comparison Group: This six-year span provides information on different cohorts of doctoral students while the discipline groups show trend data across disciplines.

Analysis: During this period , the number of doctoral degrees awarded grew by 22.5% percent -- 520 more degrees. Unlike the trends among baccalaureate and Masters degrees, increases in the physical sciences, humanities, the social sciences, and life sciences accounted for 76 percent of the overall increase. First professional degrees in health grew 3.9 percent over this period with a sharp increase occurring in 1993-94 while law degrees decreased 11.7 percent over the last six years with the sharpest decline occurring in 1993-94.

F.2.

Doctorate and Professional Degrees Awarded at California Independent Colleges and Universities By Discipline, 1993-94



Doctorate Degrees by Major Displine Areas	1993-94
Social Sciences	502
Education	359
Engineering	322
Humanities	283
Physical Sciences	258
Professional	161
Life Sciences	140
Total Doctorates Awarded	**2,025**
Professional Degrees	
First Professional	**1,100**
Other Professional	**3,225**

Definition of Measure: Number of doctorates by major discipline and first professional degrees awarded by independent colleges and universities, 1993-94, as reported to the Commission.

Use(s) of Measure: This measure describes the disciplines in which doctorates and first professional degrees were awarded in 1993-94 by independent institutions as an indicator of students career interest.

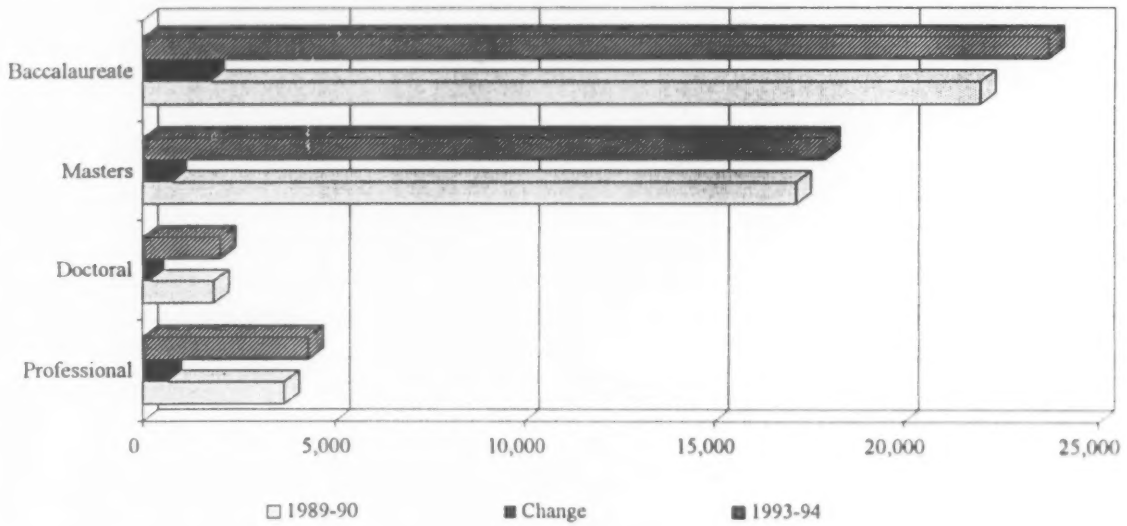
Related Measures: Measures V.D and V.E. reflect changes in degrees earned in these disciplines at the baccalaureate and Masters levels.

Comparison Group: The single-year data provide a baseline on students' majors that will be supplemented as consistent data become available.

Analysis: The number of doctoral degrees and first professional degrees awarded by independent institutions is on a par with the University of California. The most frequently awarded doctoral degrees were in the social sciences, education, and engineering. This pattern is very different from that at the University. This sector plays a major role in meeting student and societal demands in these areas.

G.

Degrees Awarded at the California Independent Colleges and Universities, 1989-90 to 1993-94, with Change Between 1989-90 and 1993-94



Degrees by Level	1989-90	1990-91	1991-92	1992-93	1993-94	Change from 1990 to 1994	
Baccalaureate	21,964	22,319	22,150	21,308	23,716	1,752	8.0 %
Masters	17,178	17,127	17,378	17,834	17,944	766	4.5 %
Doctoral	1,849	1,899	1,878	2,133	2,025	176	9.5 %
Professional	3,686	3,805	4,157	4,195	4,325	639	17.3 %

Definition of Measure: Number of degrees awarded by level by 70 California independent colleges and universities, 1989-90 to 1993-94, as reported to the Commission.

Use(s) of Measure: This measure describes changes in the numbers of degrees awardeded over the last five years at these 70 AICCU institutions.

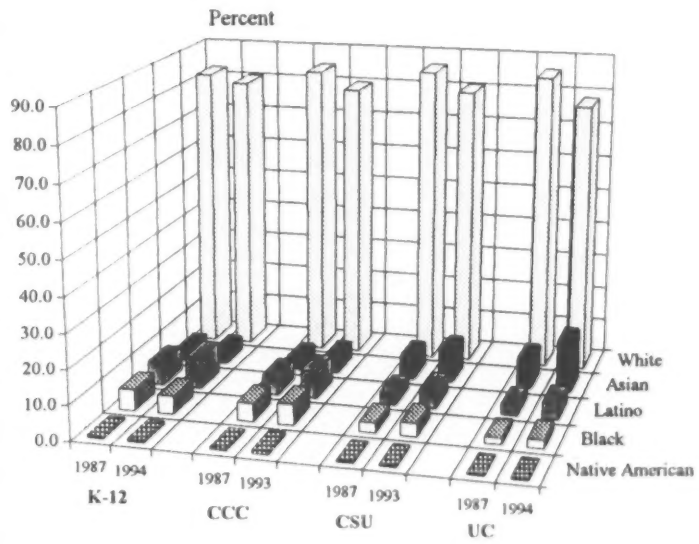
Related Measures: Measure V.D.1 to E.2. provides this same information for public postsecondary education.

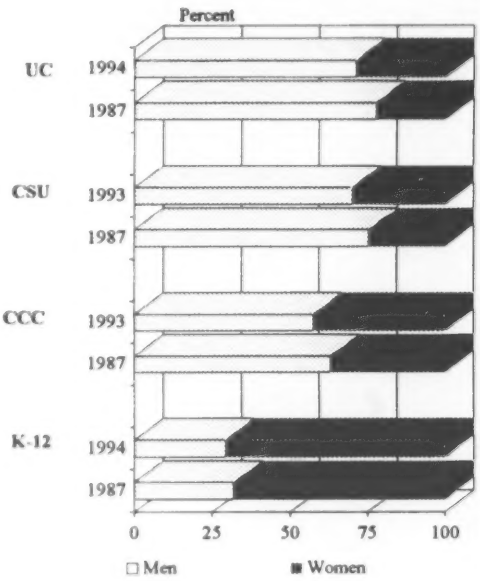
Comparison Group: The five-year span provides information on two relatively different student cohorts.

Analysis: The number of degrees awarded at each level also grew at independent colleges and universities but the increase was smaller than that occurring at public universities except at the professional degree level. Tightly controlled enrollments yield very little change in the number of professional degrees at the University while professional programs' enrollment and degrees continue to increase at independent institutions as demand expands.

H.

Composition of Full-time Instructional Faculty in California Public Education, 1987 and 1993





	K-12 Public Schools		California Community Colleges		California State University		University of California	
	1987	1994	1987	1993	1987	1993	1987	1994
Men	31.7	29.0	62.9	57.3	75.2	69.8	77.5	71.0
Women	68.3	71.0	37.1	42.7	24.8	30.2	22.5	29.0
Asian	4.2	4.5	3.9	5.4	7.3	9.8	9.2	15.1
Black	6.1	5.3	5.2	6.0	2.8	3.8	1.8	2.3
Latino	6.9	9.2	5.8	8.0	3.6	5.5	3.1	4.5
Native American	0.8	0.8	0.6	1.0	0.5	0.5	0.2	0.3
White	82.2	80.2	84.5	79.6	85.8	80.4	85.7	77.8

Definition of Measure: Gender and racial/ethnic composition of full-time instructional faculty at the State's public schools, colleges, and universities as reported by each system.

Use(s) of Measure: This measure describes changes in the gender and recial/ethnic composition of the faculties of the State's public institutions of education.

Related Measures: Measure I.B. describes the composition of the State's population and Measures III.A. and IV.B. provide a comparison with the composition of the student populations served.

Comparison Group: Changes in faculty composition over a five-year period of time shows trends.

Analysis: Women have expanded their representation at all levels of public education in California, including K-12 where they now comprise over 70 percent. Similarly, the representation of all racial/ethnic groups except White faculty have grown over this period. The largest gains in representation have occurred for Latino faculty in K-12 and for Asian faculty in public postsecondary education.

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APPENDIX: AB 1808 (Chapter 741, Statutes of 1991)

Assembly Bill No. 1808

CHAPTER 741

An act to add Chapter 4.5 (commencing with Section 99180) to Part 65 of the Education Code, relating to postsecondary education.

[Approved by Governor October 8, 1991. Filed with Secretary of State October 9, 1991.]

LEGISLATIVE COUNSEL'S DIGEST

AB 1808, Hayden. Higher education accountability programs.

Existing law contains various provisions with respect to the accountability of higher education programs.

This bill would require the University of California, the California State University, and the California Community Colleges to each prepare a list of reports required to be submitted on a regular basis to the Legislature and to state agencies, and to submit this information to the education policy and fiscal committees of the Legislature, the Department of Finance, and the California Postsecondary Education Commission prior to March 1, 1992. The imposition of this requirement on community colleges would create a state-mandated local program.

(2) The bill would require the commission to review and comment on the utility of these required reports and to offer recommendations for consolidating or eliminating existing reporting requirements, to submit a higher education report to the Legislature and the Governor on or before November 15, 1994, and annually thereafter, which provides specified information to the citizens of the state on the significant indicators of performance of the public colleges and universities, and to develop and adopt a format for the annual higher education report and the information to be included.

(3) The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement, including the creation of a State Mandates Claims Fund to pay the costs of mandates which do not exceed $1,000,000 statewide and other procedures for claims whose statewide costs exceed $1,000,000.

This bill would provide that, if the Commission on State Mandates determines that this bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to those statutory procedures and, if the statewide cost does not exceed $1,000,000, shall be made from the State Mandates Claims Fund.

The people of the State of California do enact as follows:

SECTION 1. Chapter 4.5 (commencing with Section 99180) is

added to Part 65 of the Education Code, to read:

CHAPTER 4.5. HIGHER EDUCATION ACCOUNTABILITY PROGRAM

99180. (a) It is the intent of the Legislature that demonstrable improvements in student knowledge, capacities, and skills between entrance and graduation be publicly announced and available, and that these improvements be achieved efficiently through the effective use of student and institutional resources of time, effort, and money.

(b) It is further the intent of the Legislature that public and private institutions of higher education express expectations of student performance in a manner that is clear to students.

(c) It is further the intent of the Legislature that existing accountability requirements be strengthened through the elimination of unnecessary and redundant reports submitted by the educational institutions to various state agencies. The elimination of these unnecessary reports will save money and allow the institutions to focus their efforts on only the most important reporting requirements.

99181. The University of California, the California State University, and the California Community Colleges shall each prepare a list of reports required to be submitted on a regular basis to the Legislature and to state agencies. The purpose of each report shall be identified, as well as the costs associated with production of the report. Prior to March 1, 1992, this information shall be submitted to the education policy and fiscal committees of the Legislature, the Department of Finance, and the California Postsecondary Education Commission. The California Postsecondary Education Commission shall review and comment on the utility of the required reports identified by the educational institutions, and offer recommendations for consolidating or eliminating existing reporting requirements in order to reduce operating expenses and streamline reporting provisions.

99182. (a) On or before November 15, 1994, and each November 15 thereafter, the California Postsecondary Education Commission shall submit a higher education report to the Legislature and the Governor which provides information to the citizens of the state on the significant indicators of performance of the public colleges and universities. This annual report shall be presented in a readable format. Prior to publication, the commission shall distribute a draft of the report to all public colleges and universities for comment.

(b) The commission, in cooperation with the public colleges and universities, shall develop and adopt a format for the higher education report specified in subdivision (a) and the information to be included. The following types of information shall be considered for inclusion in the report with respect to public universities:

(1) The retention rate of students.

(2) The proportion of lower division instructional courses taught by tenured and tenure-track faculty.

(3) The minimum number of hours per semester required to be spent by faculty in student advisement.

(4) The proportion of graduate and undergraduate students participating in sponsored research programs.

(5) Placement data on graduates.

(6) The proportional changes in the participation and graduation rates of students from groups historically underrepresented in higher education.

(7) The proportion of graduate students who received undergraduate degrees (A) at the institution, (B) within the state, (C) within the United States, and (D) from other nations.

(8) The number of full-time students who have transferred from a California community college.

(9) Demonstrable evidence of improvements in student knowledge, capacities, and skills between entrance and graduation, where this evidence exists.

(10) Results of surveys of students regarding student attitudes and experiences, where these surveys exist.

(c) The following types of information shall be considered for inclusion in the report with respect to public community colleges:

(1) The retention rate of students.

(2) The proportion of remedial or developmental education courses taught by full-time faculty.

(3) The number of hours per student per semester spent by faculty in student advisement.

(4) Placement data on graduates.

(5) The proportional change in the participation and graduation rate of students from groups historically underrepresented in higher education.

(6) The number of students who have transferred into a four-year, postsecondary institution, by ethnicity and gender.

(7) Demonstrable evidence of improvements in student knowledge, capacities, and skills between entrance and graduation, where this evidence exists.

(8) Results of surveys of students regarding student attitudes and experiences, where these surveys exist.

SEC. 2. Notwithstanding Section 17610 of the Government Code, if the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code. If the statewide cost of the claim for reimbursement does not exceed one million dollars ($1,000,000), reimbursement shall be made from the State Mandates Claims Fund. Notwithstanding Section 17580 of the Government Code, unless otherwise specified in this act, the provisions of this act shall become operative on the same date that the act takes effect pursuant to the California Constitution.

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CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature.

Members of the Commission

The Commission consists of 17 members. Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly. Six others represent the major segments of postsecondary education in California. Two student members are appointed by the Governor.

As of February 1996, the Commissioners representing the general public are:

Jeff Marston, San Diego; *Chair*
Ellen F. Wright, Woodside; *Vice Chair*
Elaine Alquist, Santa Clara
Mim Andelson, Los Angeles
C. Thomas Dean, Long Beach
Henry Der, San Francisco
Guillermo Rodriguez, Jr., San Francisco
Linda J. Wong, Los Angeles
Melinda G. Wilson, Torrance

Representatives of the segments are:

Roy T. Brophy, Fair Oaks; appointed by the Regents of the University of California;

Yvonne W. Larsen, San Diego; appointed by the California State Board of Education;

Philip E. del Campo, LaMesa; appointed by the Board of Governors of the California Community Colleges;

Ted J. Saenger, San Francisco; appointed by the Trustees of the California State University;

Kyhl Smeby, Pasadena; appointed by the Governor to represent California's independent colleges and universities; and

Frank R. Martinez, San Luis Obispo; appointed by the Council for Private Postsecondary and Vocational Education.

The two student representatives are:

Stephen R. McShane, San Luis Obispo
John E. Stratman, Jr., Orange

Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs."

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including community colleges, four-year colleges, universities, and professional and occupational schools.

As an advisory body to the Legislature and Governor, the Commission does not govern or administer any institutions, nor does it approve, authorize, or accredit any of them. Instead, it performs its specific duties of planning, evaluation, and coordination by cooperating with other State agencies and non-governmental groups that perform those other governing, administrative, and assessment functions.

Operation of the Commission

The Commission holds regular meetings throughout the year at which it debates and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California. By law, its meetings are open to the public. Requests to speak at a meeting may be made by writing the Commission in advance or by submitting a request before the start of the meeting.

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of Executive Director Warren Halsey Fox, Ph.D., who is appointed by the Commission.

Further information about the Commission and its publications may be obtained from the Commission offices at 1303 J Street, Suite 500, Sacramento, California 98514-2938; telephone (916) 445-7933.

PERFORMANCE INDICATORS OF CALIFORNIA HIGHER EDUCATION, 1995

Commission Report 96-2

ONE of a series of reports published by the California Postsecondary Education Commission as part of its planning and coordinating responsibilities. Single copies may be obtained without charge from the Commission at 1303 J Street, Suite 500, Sacramento, California 95814-2938. Recent reports include:

1995

95-8 *Perspective of the California Postsecondary Education Commission on Educational Equity* (June 1995)

95-9 *A Capacity for Growth: Enrollments, Resources, and Facilities for California Higher Education, 1993-94 to 2005-06* (August 1995)

95-10 *Financial Condition of Independent California Colleges and Universities: A Report of the California Postsecondary Education Commission* (August 1995)

95-11 *Fiscal Profiles, 1995: The Fifth in a Series of Factbooks About the Financing of California Higher Education* (August 1995)

95-12 *California Colleges and Universities, 1995: A Guide to California's Degree-Granting Postsecondary Institutions and to Their Degree, Certificate, and Credential Programs* (September 1995)

95-13 *The Effectiveness of California's Oversight of Private Postsecondary and Vocational Education: A Report to the Legislature and the Governor in Response to Education Code Section 94345* (October 1995)

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